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ABSTRACT

The final technical report of the Southwest Regional Resource Center (SWRRC) summarizes activities between 1969 and 1974, which focused on the improvement of education for handicapped children through the development of diagnostic and testing procedures, the preparation of experimental curricular materials, information dissemination to regular and special education teachers, direct inservice contact between trained change agents and teachers, and the evaluation of diagnostic/prescriptive methods. It is explained that services were provided to Arizona, Colorado, New Mexico, and Nevada as well as to the Bureau of Indian Affairs. Activities of the SWRRC are reviewed in chapters containing an overview of its operational history; annual summaries of program operations in the states served; an evaluation of outcomes (in terms of factors such as the appropriateness of goals, and target groups and the significance of SWRRC's impact on the education of handicapped children); and recommendations for ongoing Regional Resource Centers. Included in the appendixes that comprise a major portion of the document are SWRRC-developed products such as an action-research study of the incidence of exceptionality among school children in New Mexico, a teacher rating scale for screening secondary school exceptional children in Arizona, and a directory of services available to handicapped children in New Mexico. (LH)

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Final Report

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THE SOUTHWEST REGIONAL RESOURCE CENTER
A COMPILATION IN RETROSPECT

College of Education
New Mexico State University
Las Cruces, New Mexico 88003

February, 1975

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U.S. Department of Health, Education, and Welfare
Office of Education
Bureau of Education for the Handicapped

EC 072 884

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ABSTRACT

The Final Report of the Southwest Regional Resource Center recapitulates its history, from its inception in 1969 to its termination in 1974. The Report cites the stages in the project's struggle to become viable and charts and describes changes in its nature and in the way it operated over a period of time. Chapter I of the Report, the introduction, reiterates the premises upon which the Southwest Regional Resource Center was established and the context into which it was born. Chapter II objectively summarizes its changing workscope over the five year period and includes schematics which illustrate this change. Chapter III discusses these changes in their relationship to the activities conducted. Chapter IV presents conclusions as to the appropriateness of the chronological operations and reviews several possible aspects of evaluation. Chapter V, the final chapter, offers a few, general recommendations for on-going Regional Resource Centers.

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PREFACE

This report is, in effect, an epilogue to the quarterly and annual reports on file with the Bureau of Education for the Handicapped, reports which tell in minute detail the operational story of the Southwest Regional Resource Center, from its inception in 1969 to its termination in 1974. The Southwest Regional Resource Center, in its lifetime, ran a gamut of postures and practices, in its efforts to serve as an effective, external intervention agent and as a catalyst for improvement in the process of education for the handicapped. Those postures and practices are highlighted in retrospect in this report, and conclusions and recommendations are drawn therefrom.

It is not the intent herein to establish cause and effect nor to claim credit or deny failure. It is the purpose of this document to reflect on what was learned from a set of experiences and to lend credibility to that learning and to the context in which it took place. Many of the conclusions drawn at the time of this writing are necessarily speculative in nature and look to the future for their validation or refutation, as the case may be.

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CHAPTER I

INTRODUCTION

A Context

In recent years the design and application of strategies designed to increase the efficiency and effectiveness of programs serving handicapped children have been of high priority. Historically, special education for the deaf, the blind, the crippled, and the mentally retarded has existed in the United States since the middle of the nineteenth century. The last decade, however, has been highlighted by the increasing intensification of federal and state legislative attention to the educational rights and privileges of these groups of handicapped children and, simultaneously, by the inclusion of less obvious, "milder" categories of handicapped children into special education's realm of responsibility.

In turn, great emphasis has been placed upon the accurate estimate of incidence of handicapping conditions among children, the subsequent finding or identification of the children themselves, and the provision to them of appropriate educational services. Spurred on by federal and state legislative mandates and by a proliferation of court decisions, the public schools of the nation have come into focus as the primary delivery systems for such services. Consequently, state and local school administrators have found themselves, sometimes abruptly, face-to-face with complex special education problems such as diagnosis, prescription, and placement of children; validity and efficacy of teaching strategies and methodologies; availability and competency of manpower; and program evaluation and accountability.

Concomitant with the problems associated with the accelerated movement of more and more handicapped children into the public schools have been the practical dilemmas of trend changes: in diagnosis, from psycho medical categories to criterion referenced behavior; in program organization, from institutional to self-contained to mainstreaming to diversified resource systems and, ultimately, to a continuum involving all of the above; in the roles of personnel, from lay to highly professional, to professional and para professional, and to the inclusion of parents in the educational process, etc. Educators wrestled with such issues throughout the 1960's in their attempt to develop patterns of service of maximum benefit for the handicapped.

Into this context with the enactment of Public Law 90-247 creating Section B, Title III of the Elementary and Secondary Education Act, came the genesis of the Regional Resource Centers (RRC) Project idea. It was the seeming goal of the Project to bring to bear in the separate states the external intervention of specialists upon the problems of instructional development for the handicapped, through the establishment of "experimental" or "model" operations scattered throughout the country. The originally intended scope of such operations, as articulated and encouraged by the Bureau of Education for the Handicapped (BEH), appeared to include: (1) research, (2) direct educational services to children, with emphasis upon diagnostic/prescriptive approaches, (3) technical assistance to and training of teachers, and (4) dissemination of information and results.

The Southwest Regional Resource Center

In April of 1969, the College of Education, New Mexico State University submitted to the BEH a proposal to establish A Regional Resource Center for the Improvement of the Education of Handicapped Children which included as its stated purposes:

(1) The development of improved diagnostic and testing procedures for determining the nature and scope of inappropriate adaptive behaviors in children experiencing school learning problems.

(2) The preparation of appropriate experimental curricular materials according to the needs of individual cases and the incorporation of media and programmed learning approaches devised for independent learning.

(3) The dissemination of information about handicapped learners to teachers in regular and specialized classrooms through agents of change who had had first hand experience and training in an experimental and developmental center.

(4) The augmentation of direct in-service contact between trained change agents and teachers through use of multi-media presentations, distribution of illustrative case analyses, curricular prescriptions, and large group meetings.

(5) The evaluation of the effectiveness of procedures developed for diagnosis and prescription through direct field testing and feedback and assessment of the impact of widespread dissemination approaches in the in-service process.

Made explicit was the emphasis upon the development of programs for educable mentally retarded and/or language handicapped children, as was the focus upon multi-faceted research into individually prescribed instructional approaches and interdisciplinary study of diagnostic problems, particularly those diagnostic areas revealed by the child's behavior in various school learning environments.

The proposal was approved and the Southwest Regional Resource Center (SWRRC) was born in 1969, along with Centers in Iowa, New York, and Oregon. In 1970, Centers were added in Pennsylvania and Utah. The Centers were to serve geographically prescribed regions as intervention agents for effecting positive changes in the systems and subsystems of special education (state agencies, local school districts, etc.) in the areas within which they operated, through development and dissemination of model approaches to the education of handicapped children.

CHAPTER II

THE SOUTHWEST REGIONAL RESOURCE CENTER AN OVERVIEW OF ITS OPERATIONAL HISTORY

1969 - 1974

Within a somewhat loosely defined workscope, the general parameters of which were outlined in the preceding chapter, the developmental activities of the SWRRC began in 1969. The geographic region to be served by the project included, initially, the states of Arizona, Colorado, Nevada, and New Mexico. The Bureau of Indian Affairs (BIA) was added to the region later in the SWRRC's life, with the same status as an original client states. In an attempt to allow the emerging SWRRC maximum flexibility to respond to the unique needs of its region and, in light of the creative, experimental nature of the RRC Project, BEH provided minimal direction at the onset of the program. The specific operational detail of the SWRRC was left initially to the ingenuity of its sponsoring university and its own fledgling staff. Early indigenous confusion in direction resulted in a history of false starts and trial and error approximations. As well, changes in federal ideology called for redirection and modification, from time to time.

That this confusion occurred at all and because it occurred in a geographic region which included several states themselves in relative infancy with regard to the direction and growth of special education, the SWRRC experienced a prolonged period of "development" and went through several stages before becoming fully functional. It is useful here to briefly note the series of deliberate conceptual and planned operational differences in the project, over the five year period, from 1969 through 1974. The following schematics (Figures 1-5) detail, year by year, the evolving goals and strategies of the SWRRC's operation, as it was to ultimately become. Consistent and sometimes dramatic adjustments in staffing patterns are also indicated, as are changed emphasis with regard to targeted client groups.

Figure 1

SWRRC Developmental Year

1969 - 1970

Staffing Pattern: 1 Director, 1 Curriculum Developer, 1 Educational Diagnostician, 1 Language Programmer (Psycholinguist), 1 Secretary

Goals	Strategies	Target Group
Develop improved diagnostic and testing procedures for determining the nature and scope of inappropriate adaptive behaviors in children experiencing school learning problems.	Research, Direct Services, Demonstration Clinic (short term referrals)	Children in 10 New Mexico LEA's (Base Region), especially language impaired learners
Prepare appropriate experimental curricular materials according to the needs of individual cases, including the incorporation of media and programmed learning approaches devised for independent learning.	Research, Direct Service, Demonstration Classrooms	Children diagnosed as "good learning potential," language handicapped learners in 10 New Mexico LEA's (Base Region)
Test effectiveness of procedures and materials (both diagnostic and curricular) in field programs for similar children.	Expand Models	Children and Teachers in classrooms in Base and Field Regions
Disseminate information and materials about handicapped learners to teachers in regular and special education classrooms and others.	Data Bank (Bibliographies, Research Findings), Annual Directors Conference, In-Service training, workshops, conferences (in house and field), Packaged multi-media presentations, case histories, etc., In state T.A. cadres	Regular classroom and special education teachers and others in Base and Field Regions.

Figure 2

SWRRC Developmental Year

1970 - 1971

Staffing Pattern: 1 Director, 1 Curriculum Developer, 1 Diagnostician, 1 Language Programmer, 1 Psychologist, 1 Bilingual Master Teacher, 1 Systems Analyst, 1 Linguist, 2 Master Teachers, 1 Assessment Teacher, 2 Secretaries

Goals	Strategies	Target Group
Develop improved diagnostic and testing procedures for determining the nature and scope of inappropriate adaptive behavior in children experiencing school learning problems.	Research, Direct Service, Demonstration Clinic, (Short Term Referrals)	Children in 10 LEA's in New Mexico (Base Region)
Prepare appropriate experimental curricular materials according to the needs of individual cases, including the incorporation of media and programmed learning approaches devised for independent learning.	Research, Direct Service, Demonstration Classrooms	Children diagnosed as "good learning potential," language handicapped learners in 10 New Mexico LEA's (Base Region)
Test effectiveness of procedures and materials (both diagnostic and curricular) in field programs for similar children.	Expand Models	Children and Teachers in Classrooms in Base and Field Regions
Disseminate information and materials about handicapped learners to teachers in regular and special education classrooms and others.	Data Bank (Bibliographies, Research Findings), In-Service Training, Workshops, Conferences (in house and field), In state TA cadre, Packaged multimedia presentation, case histories, etc.	Regular and special education teachers and others in Base and Field Regions.

Figure 3

SWRRC Operational Year

1971 - 1972

Staffing Pattern: 1 Director, 1 Assistant Director, 1 Curriculum Specialist, 1 Educational Diagnostician, 1 Psycholinguist, 1 Media Specialist, 1 Systems Analyst, 1 Psychologist, 6 Resource Teachers, 3 Graduate Assistants, 1 Intern, 7 Instructional Aides, 1 Media Aide, 2 Teacher Co-op, 2 Secretaries

Goals	Strategies	Target Group
Identify media and materials applicable for education of handicapped children.	1. Develop materials library. 2. Survey materials retrieval systems. 3. Try out self instruction materials with low academic achievers.	1. Teachers in the Base Region 2. Teachers in the Base Region 3. 34 children in Las Cruces
Provide remedial services for handicapped children and supportive services for teachers.	1. Three resource rooms established in Las Cruces, each with one aide and a teacher and operation of a pilot classroom for low academic achievers in Las Cruces. 2. Provide itinerant consultive services to 5 teachers in Base Region.	1. Approximately 140 low achieving elementary children. 2. 5 teachers in the Base Region.
Develop test procedures for identification of handicapped native Spanish-speaking children.	A Spanish translation of the Peabody Picture Vocabulary Test, Ravens Progressive Matrices and the Draw-a-Man to be normed with Spanish-speaking (K-5) children.	Diagnosticians working with 520 native Spanish-speaking children in Las Cruces.
Development of diagnostic math and reading tests.	Develop diagnostic tests in addition, subtraction, multiplication and division and reading placement tests based on 6 basil reading services.	Teachers, diagnosticians
Increase teachers skills in academic remediation.	Conduct a summer workshop for resource room teachers.	25 Resource teachers from Southern New Mexico and Southeast Arizona.

Figure 4

SWRRC Operational Year

1972 - 1973

Staffing Pattern: 1 Director, 1 Assistant Director, 1 Diagnostician, 1 Psycholinguist, 1 Media Specialist, 1 Systems Analyst, 3 Resource Supervisors, 2 Instructional Aides, 1 Media Aide, 2 Secretaries

Goals	Strategies	Target Group
Promote a resource room strategy for low academic achievers.	Provide "seed" grants of up to $5,000 each to approximately 15 LEA's to establish resource rooms.	15 LEA's in southern New Mexico and southeastern Arizona.
Improve resource teacher's skill.	Conduct summer workshop.	20-25 resource room teachers.
Provide testing and diagnostic service to referred children.	Upon a request by the New Mexico state Director, provide diagnostic services.	Referred children in southern New Mexico.
Provide technical assistance to state and local agencies serving handicapped children.	1. Assist the New Mexico SDE in the conduct of an incidence study of exceptional children. 2. Provided financial assistance for diagnosis of educational needs of children in the Nevada State Hospital for Retarded. 3. Provide financial support for a two-day workshop for BIA Special Education and resource teachers.	1. New Mexico Division of Special Education 2. Nevada State Hospital 3. BIA Teachers

Figure 5

SWRRC Operational Year

1973 - 1974

Staffing Pattern: 1 Director, 1 T.A. Coordinator, 1 Training Coordinator, 1 Diagnostic Coordinator, 1 Resource-Information Specialist, 1 Field Coordinator (1/2 time) 1 Director, Manzanita Center (1/2 time), 2 Secretaries, 1 Instructional Aide

Goals	Strategies	Target Group
Assist states to increase their capacity to provide services for handicapped children.	Plan and develop contracts with regional agencies to utilize flow-through monies for states.	States
Provide support to state departments of special education and projects supported by flow-through monies.	Coordinate and procure needed technical assistance and training as requested by state directors of special education.	State departments of Special Education and demonstration projects.
Increase information needed for adequate planning for handicapped children.	1. Develop procedures for valid identification and diagnosis of handicapped Spanish-speaking and Indian children. 2. Conduct a survey of agencies serving handicapped children in New Mexico.	1. State Department diagnosticians. 2. State agencies concerned with handicapped children.

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CHAPTER III

THE SOUTHWEST REGIONAL RESOURCE CENTER - ANNUAL SUMMARIES OF ITS PROGRAM OPERATIONS AND OUTCOMES

1969 - 1974

The methods, procedures, and activities employed by the SWRRC during its five year lifetime varied greatly to fit its changing workscope. Procedural details and outcomes are elaborately chronicled in the project's quarterly and annual reports on file with the BEH. The following year by year discussions merely highlight those details in an attempt to set the tone and establish the premises of success and failure upon which are based the conclusions and recommendations found in subsequent chapters of this report.

Summary, 1969-1970

The 1969-70 developmental year saw the establishment of an SWRRC program with five staff members who would operate a model center in a "base region" composed of ten local school districts within a 125 mile radius of Las Cruces, New Mexico. The model program was to operate according to the following guidelines:

(1) A child who was failing to learn at the expected rate would be referred to the SWRRC from his school.

(2) A consultant from the SWRRC would visit the school to search for information about and solutions to the problem.

(3) If the problem was not solved by the consultant's visit, the child would be brought to the SWRRC for thorough evaluation.

(4) If the problem was not solved through intensive diagnostic evaluation, the child would be entered "short term" into an experimental classroom at the SWRRC; special materials would be prepared for him and varying approaches to teaching him would be employed.

(5) Once a successful method of instruction had been demonstrated, a curriculum package with accompanying instructional aids would be prepared by the SWRRC for use by the teacher in the child's home school.

(6) The child would return to the referring school, accompanied by an SWRRC consultant who would train the referring teacher to use the prepared package.

(7) The child's progress would be evaluated and provisions for recycling made when learning was not effected.

Knowledge gained through this type of approach would be disseminated by the SWRRC on a large scale to teachers, etc., within the "base" and larger "field region" (the remaining service area).

Thus the activities for the year fell into the categories of direct service demonstration, research, and information dissemination. The SWRRC evaluated approximately 160 children from four referring districts within the base region. Prescriptions were developed for approximately 50 children. A series of Navajo-English and Spanish-English reading tapes were developed for use in bilingual instruction. Two summer workshops were held on the campus of New Mexico State University for 30 selected teachers from the "base region." Each state education agency within the original "field region" was visited by the SWRRC staff for orientation to the program's goals, and anticipated outcomes.

Summary, 1970-71

The 1970-71 operational year was begun under a new director, with an increase in staff from five to twelve members. There were no significant changes noted in the BEH objectives for the operational year 1970-71. The SWRRC did make minor modifications in its strategies, in an attempt to sharpen the focus of the project in the areas of prescription preparation in reading and math and in bilingual education. Refinement continued in the development of diagnostic and prescriptive procedures. During the 1970-71 operational year, three experimental classrooms, including a pre-kindergarten, bilingual classroom were established at the SWRRC. Approximately 257 children from the base region were evaluated and 118 prescriptions were prepared. A three credit hour practicum was conducted on the New Mexico State University campus for 30 selected teachers from the base region. Research findings were collected and written up in the form of studies and recommendations.

Summary, 1971-1972

The 1971-72 operational year again resulted in a staff increase, from twelve to thirty persons, and a continued sharpening of direct service demonstration strategies, which included the operation of three resource rooms and a pilot class for low academic achieving children and the provision of regular, itinerant-consultative services to five teachers in the base region. Research activities at the SWRRC resulted in Spanish translations of the Peabody Picture Vocabulary Test, the Raven's Progressive Matrices, and the Draw-A-Man Test, normed on 520 Spanish speaking children in grades K-5 in Las Cruces, New Mexico. Remedial services were provided for 140 children and five teachers in the base region. Indirect service strategies included a survey of materials retrieval systems, the development of an instructional materials library, and the production of a materials collection geared to reading and math skill areas. Again, findings were compiled in the form of studies and recommendations.

Summary, 1972-1973

The 1972-73 operational year introduced major shifts in SWRRC objectives. A new administration was begun, bringing with it a reduction of staff from 30 to 14 members. Simultaneous with the SWRRC's own attempts at reorganization and revitalization was a memo from the BEH's Associate Commissioner (March 8, 1972) which stipulated that RRC projects were to focus upon more direct services to severely handicapped children and less upon the marginally disabled and that the target populations should include children, parents, teachers, and state agencies involved in service to handicapped children.

Previous commitments, coupled with new federal directives and a new administrator's own biases, resulted in a year of transition, during which a widely divergent set of strategies and activities were incorporated. Operational goals were greatly modified in preparation for the 1973-74 operational year. The modifications reflected the SWRRC's acknowledgement of the need for greater responsiveness to the "state of the art" in the client states and the need to reach out into the region, through a series of viable, productive activities. Late in the operational year, the SWRRC was advised by the BEH that the states'

use of flow-through funds might be a potential for the subsequent operational year. This dramatically shaped the nature of SWRRC and client states' cooperation and mutual planning for the future.

The directors of special education of each of the client state agencies were asked to serve on an advisory committee to assist SWRRC staff in a transitional reconciliation of old activities and in developing strategies for the subsequent operational year. Finalized 1973-74 activities fell into two major groupings: (1) honoring the previous SWRRC commitment to the promotion of the resource room as an intervention strategy, including the improvement of resource room teachers' skills, and (2) activating technical assistance to state and local education agencies responsible for service to handicapped children, with emphasis upon improved diagnostic/prescriptive systems.

During the year of transition, 15 resource rooms were maintained in Arizona and New Mexico. Summer workshops were conducted to train resource teachers from Arizona, the Bureau of Indian Affairs, and New Mexico. Seventy severely handicapped children were evaluated and prescribed for in Nevada, and 143 children were evaluated and prescribed for in New Mexico.

An action-research study, jointly conducted by the SWRRC and the State of New Mexico, marked the first, real in-depth involvement of the SWRRC in furthering the cause of improved education for all handicapped children in a state. The design and results of that study, which have proved of national interest and which have been replicated in several states, are included as Appendix A to this Report.

Summary, 1973-1974

The 1973-74 operational year saw the completed phase-out of demonstration activities, which resulted in a continued reduction in staff, from fourteen to ten, and in the accomplishment of the SWRRC's transition from a direct, "model" program of service delivery within a small, self-contained ("base") region to an expertise-outreach mechanism, responsive to BEH dictates and to state and local systems of service for handicapped children.

Although directors again changed, the activities of the SWRRC continued to stabilize around three broad areas of involvement:

(1) Making available the information (statistical, financial, and program data) and human resources needed by states for adequate planning for expanded and improved services to handicapped children;

(2) Direct assistance to states through the support of supplementary personnel and intra-state programs for services to handicapped children; and

(3) Support to states through technical assistance and training for personnel involved in service to handicapped children.

The accomplishment of these goals was sought through strategies requiring joint planning and the development of contractual agreements with states and the utilization of purchased technical asssitance and training from an SWRRC registry of human resources, as well as reflected in the core activities of the SWRRC staff.

A summary of state by state activities and the SWRRC purchased and core provided backup for 1973-74 is included as follows:

Arizona

A major contractual activity undertaken by the Arizona State Department of Education and the SWRRC during the 1973-74 project year was the design and implementation of a study of prevalence of handicapping conditions. The purpose of the study was to provide baseline information for predicting special education program needs among public school children in Arizona, through a thorough psycho-educational needs assessment of a random sample of 1220 children (.25 percent of the state's total public school population) in grades 1, 3, 5, 7, and 9. The study was in direct response to recent state special education legislation, which had mandated the provision of public school special education for all identified children by September 1, 1976, and was patterned after a previous SWRRC-New Mexico Study (see Appendix A). It was deemed critical that reliable data be available to assist the State Department of Education in the development of a comprehensive plan for special education in the state and to guide the implementation of program strategies at the local education agency level. Eleven categories of exceptionality, as delineated in the Arizona

State Department of Education's Administrator's Guide (1973-74) were employed in the identification process. Ethnic and other differences in the population were accounted for in the study through the design, which included equal numbers of Indian, Mexican American, Black, and Anglo children, from both urban and rural representative areas. In addition to the standard psychometric techniques and instruments used, Jane Mercer's pluralistic assessment scales were applied to all children to reduce sociocultural biases. The study was conducted jointly by the Arizona State Department of Education and the Tucson (urban) and other Pima County (rural and reservation) schools and involved the training and efforts of some 25 psychometrists, 100 home interviewers, and 40 achievement examiners. Evaluations were conducted from February - July, 1974, and codings of results for computer treatment is currently in process. In addition to obtaining information on rates of handicapping conditions, staff of the State Department of Arizona are reviewing the data for additional implications, including:

(1) Reliability and validity of the Teacher Rating Scale employed in the study (and in the state) as a teacher screening and referral instrument for special education.

(2) Renorming of the Templin-Darley Test.

(3) Comparison of results yielded by use of traditional assessment instruments (e.g., WISC-R, Bender, Metropolitan, ITPA) with weighted results yielded by use of Mercer's Pluralistic Assessment Scales. Copies of the Arizona Needs Assessment Report may be obtained, subsequent to its publication, by contacting the State Department of Education in Arizona.

A second activity, and an outgrowth of the first, was the development of an experimental edition of a Teacher Rating Scale for use in screening children in grades 7-12 for special education services. A copy of the Scale is included as Appendix B to this Report.

A third activity was the provision of continued technical personnel support to resource rooms in rural Arizona and the development of a written, procedural manual for resource programs, incorporating information validated over a three year field testing period. Copies of the manual may be obtained by contacting the State Department of Education in Arizona.

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Figure 6 charts the technical assistance and training support given the State of Arizona during the 1973-74 project year and the client rating given the work.

Figure 6

SWRRC Technical Assistance and Training-
State of Arizona
1973-74

Dates	No of Days	Purchased	SWRRC Provided	Client	Type of Service	Rating (1-10)
9/28/73	2	Paula Parks	Dick Petre #1	Az SDE Staff	Consult on proposed financing of Sp. Ed. in Arizona.	9
10/23/73	1	John Mattson #2		Az SDE Staff	Assist in plans to meet mandatory ed. laws	8
11/20/73	1		Bruce Weston #3	Az SDE Staff	How RRC could be of service.	10
12/12/73	1/2		Bruce Weston #4	Az SDE Staff	Discussion of specifics of service desired	7
12/14/73	1	Jerry Chaffin #5		Az SDE Staff	Special study. Institute and Instructional strategies for exceptional children.	10
12/17-18/73	2		Bruce Weston #6	Az SDE Staff	Developed specific plans for meeting original request.	10
1/3-4/74	2		Bruce Weston #7	Az SDE Staff	Dev. materials for training strategy. Met with possible training staff.	9
2/1-2/74	2	Frank South #8	Bruce Weston #8	Az SDE Staff	Dev. training format for resource room teachers.	9
2/4-9 & 24-28/74	9		Bill Mayhall #9	Sierra Vista District Sp. Ed.	Tech. assistance to 6 resource rooms. Plan Tucson Workshop.	9

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Dates	No. of Days	Purchased	SWRRC Provided	Client	Type of Service	Rating (1-10)
2/11-15/74	5		Bill Mayhall #10	Az SDE Staff	Research in resource rms. for manual	9
2/26/74	1		Bruce Weston #9	Az SDE Staff	Dev. of state training program for resource teachers.	9
3/3-9 & 25-28/74	10		Bill Mayhall #12	Sierra Vista Tombstone Ft. Huachuca & Douglas	T.A. to resource room teachers and seminar in B. Mod	9
3/11-13/74	6	Frank South Mary Buchanan #13	Bruce Weston #13	Az SDE Staff	Model Resource Teacher Program	8
3/13-16/74	3		Bill Mayhall #14	Az SDE Staff	Resource rm. programs in Az & resource rm. manual	9
3/23-28/74	25	Patricia Lanson Margery Speer Linda Matteny		Az SDE Staff	Improvement of Resource re/Ed. mandate.	9
		M.D. Geraghty		Az SDE Staff		
3/24/-28/74	25	Mary Buchanan Patricia Clay Frank South	Bruce Weston #16	Az SDE Staff	Training of 4-member teams from 6 districts in Resource teacher programs.	8
		Thomas Valeski #16				
4/9-12/74	3		Bill Mayhall #17	SDE	Plans for extending into 74-75 being implemented.	9
4/24/74	8	8 persons #18		SDE	Task force for performance recertification.	8

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Dates	No. of Days	Purchased	SWRRC Provided	Client	Type of Service	Rating (1-10)
4/30/74	1		Bruce Weston #19	SDE	Resource room strategy.	10
May-74	3		Bill Mayhall #20	SDE	Resource room and resource manual.	9
5/7-9 & 13-16/74	3	Gail Powers #21		SDE	Planning Arizona incidence study.	8
5/14-15/74	7	Frank Johnson Thomas Valeski #22	Bruce Weston #22	SDE	Workshop training plans.	8
5/15-17/74	4	Marge Speer Ronald Reed #23		SDE	Model Resource Room conference.	8
5/19-23/74	4		Roland Caster #24		Student evaluations for Ariz. Prev. Study.	8
May & June		Dr. Thomas Snyder, Dr. Patricia Snyder #25 (TELOS)		SDE	Develop diagnostic survey tool for state.	8 to date
6/12/74	1		Dick Petre #26	SDE	Consult on TELOS and flow-through monies.	
6/13-14/74	1 1/4		Roland Caster #27	SDE	Prev. Study data collection.	8

Total Days	Purchased Days	RRC Days	Av. Rating
130	72	58	8.69

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Bureau of Indian Affairs

Services available through the SWRRC during the 1973-74 operational project year enabled the BIA to establish a Demonstration Resource Center on the Navajo Reservation, to facilitate coordination of public school, BIA, tribal, and private educational services for the handicapped. The Center, centrally located at the Many Farms School (Arizona), was built on the premises that all children, regardless of the extent of their handicap, can learn if appropriately taught and that teachers can become more efficient if they are exposed to better materials and methods. The year's program included:

(1) conducting a preliminary identification study;

(2) developing a procedure for diagnosis and prescription for handicapped Indian children;

(3) developing diagnostic/prescriptive classroom models for service;

(4) coordinating materials resources with diagnostic/prescriptive efforts;

(5) developing a plan for subsequent stages of development.

A complete report of the Demonstration Center's Activity was submitted to the BEH under separate cover on August 31, 1974. Copies may be obtained by contacting the BIA Office of Education.

Figure 7 charts the technical assistance and training support given the Bureau of Indian Affairs during the 1973-74 operational project year and the client rating given the work.

Figure 7

SWRRC Technical Assistance and Training-
Bureau of Indian Affairs
1973-74

Dates	No. of Days	Purchased	SWRRC Provided	Client	Type of Service	Rating (1-10)
8/26-29/73	6 PD		Walter Lujan #1	Shiprock, Ariz. Crownpoint and FT.Defiance, NM	4 workshops on informal diag. for Headstart personnel.	9
9/14-18/73	4 PD	Judy Wilson #2	Donna Guilliams #2	Seneca Indian Sch. Wyanadotte Okla.	Workshop on recognition of learning disability for Headstart personnel.	10
9/24/73	2 TA		Barbe Walters Dick Petre #3	Navajo Tribal Officials.	Planning inservice training for Headstart personnel.	9
10/3/73	1		Bruce Weston #4	BIA	Visiting to become acquainted with Indian sch.	9
10/10-12/73	2 1/2		Bruce Weston #5	BIA	Visited Indian deaf-blind programs.	9
10/25-26/73	1 1/2		Barbe Walters #6	BIA Headstart	Complete plans for training services.	10
11/6-9/73	4		Bruce Weston #7	Navajo Reserv.	Plan services for teachers explore training needs.	10

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Dates	No. of Days	Purchased	SWRRC Provided	Client	Type of Service	Rating (1-10)
11/6-9/73	3 1/4	Dave Passarell #8		Navajo Reservation	Planning for service model Resource center for Navajo Reservation.	8
11/6-9/73	3		Jeanine Matney #9	Navajo Reservation	Plan Teacher training activities and explore training needs.	9
12/10-11/73	2		Bruce Weston #10	Roland Caster	Service strategies--System for individualizing instruction.	10
1/28-30/74	3		Bruce Weston #11	Roland Caster	Planning for diffusion strategy.	10
3/4-7/74	4		Bruce Weston #12	Navajo Resource Center	Contingency Management training session	10
3/19/74	1/2		Bruce Weston #13	Roland Caster	Arrangements in L.A. for development of materials support.	10
4/16-22/74	3 1/2	Eddie Anderson #14		Navajo Resource Center	Home visits and testing of children.	10
4/15-19/74	15		Norman Wilcox#15 Laurine Ruleau Elizabeth Murphy	Navajo Tribe	Payment of Expenses to CEC in New York	
5/12-15/74	2		Roland Caster#16	Navajo Reserv.	Final Contingency Management sessions.	10

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Dates	No. of Days	Purchased	SWRRC Provided	Client	Type of Service	Rating (1-10)
5/13-14/74	2		Bruce Weston #17	Roland Caster	Conducted for reporting activities of original CM trainees	10
5/13/74	1		Couch #18	Roland Caster	Editing Resource manual for publication.	10
5/16-18/74	2		Roland Caster #19	Navajo Reservation	Workshop and materials demonstration.	10
5/27-31/74	3		Roland Caster #20	Continental Divide, NM	Training in early identification of the handicapped. (Reg. Teachers)	10
6/6-7,11/74	3		Roland Caster #21	Ft. Wingate New Mex.	Develop Title I proposal for special programs.	10
6/10/74	1		Roland Caster #22	BIA	Completion of Title I funding proposal for NERC	10
6/14/74	1		Roland Caster #23	BIA	Conclude Prevalence study data for Arizona	10
6/19/74	1		Roland Caster #24	BIA	Equip. transfer for Phase 2 of NERC.	10
6/26-27/74	2	Keith H. Orr #25		Huron, S. Dakota PEEL	Workshop for educational leaders and administrators.	10
	TOTAL DAYS 73					AVER. RATING 9

1/h/04

Colorado

The State of Colorado had developed and implemented an intra-state special education program support model featuring service delivery through consortia of districts, formed into Boards of Cooperative Services (BOCS). BOCS had begun to organize and operate services to handicapped children and to teachers thereof, including:

(1) information services,

(2) diagnostic/prescriptive services,

(3) technical assistance and in-service training,

(4) media and materials dissemination.

Colorado's priority for SWRRC activities during 1973-74 was the staff coordination and support for the operation of two such centers, the Southwest BOCS and the Pike's Peak BOCS. Through these two BOCS, children, teachers, counselors, administrators, and parents in 27 rural Colorado school districts received assistance in all aspects of the special education program process. Evaluation of the integrated project showed tremendous acceptance by administrators in local districts and by teachers of regular and special classes and cited stated child progress as the major result of the service.

Figure 8 charts the technical assistance and training support given the state of Colorado during the 1973-74 project year and the client ratings given the work.

Figure 8

SWRRC Technical Assistance and Training-
State of Colorado
1973-74

Dates	No. of Days	Purchased	SWRRC Provided	Client	Type of Service	Rating (1-10)
10/22/73	1	Dr. Steve Larsen		SDE	Guidelines for inservice training of teachers of handicapped.	7
10/31-11/1/73	3	John Mattson #2		SDE	Adm. of Sp. Ed.	6
11/-11/11/73	4		Barbe Walters #3	SDE	Plans for inservice training in local districts.	7
11/12-11/13/73	2	John Mattson #4		SDE	Adm. of Sp. Ed.	6
11/27-11/30/73	3	John Mattson #5		SDE	Dev. legislatial budget presentation. Review & eval. Title VI B projects	9
12/5-12/7/73	2	Ken Seeley #6		SDE	Assistance to inservice proposals writers.	8
12/5-12/7/73 12/12-12/14/73	4	Donald Brooks #7		SDE	Assistance to inservice proposals writers.	8
12/7,12/12,12/14	3	William M. Martin #8		SDE	Assistance to inservice proposals writers.	8
2/26/74	1 1/2	Richard Beck #9		Colorado Sch. Dis. # 14	Designing and writing in-service proposal.	8
5/18-5/26/74	2	Steve Jones #10		Mt. BOCES	Comprehensive Sp. Ed. plan Mountain BOCES.	8

Dates	No. of Days	Purchased	SWRRC Provided	Client	Type of Service	Rating (1-10)
5/22-5/24/74		Erwin Koepsel #11		Southcentral BOCS	Comprehensive Sp. Ed. plan S. Central BOCES	8
5/24-5/26/74	3	Kenneth Seeley #12		Northwest BOCS	Comprehensive Sp. Ed. plan Northwest BOCES	8
5/28-30/74	2	Duane Webb #13		BOCS	Organize pattern of operation & a budget for BOCES	7
5/29-30/74	2	Hal Sohrweid #14		Southcentral BOCS	Establish Financial system	8
5/21-30 6/11-12,24,25	6	Robert Cooley #15		Southcentral BOCS	Eval. of Sp. Ed. Program. Recommendations to improve accountability.	7
5/29-30 6/11,12, 24,25	6	Larry Vibber #16		Southcentral BOCS	Organize pattern and budget	6
6/25-27/74	3	Lyle Johnson #17		Adams Co.	Write comprehensive plan for Adams R. schools	8
6/1/74	3	Ann Carrol #18		Northeast BOCS	Comprehensive Sp. Ed. plans	8
	Total Days 53.5	Purchased Days 49.5	RRC Days 4.5			Aver. Rating

Nevada

During the 1973-74 project year, the State of Nevada utilized a major portion of the contractual services to pilot a rural, support delivery model in northern Nevada. Under a contract with the Nevada State Department, the Special Education Department of the University of Nevada, Reno, developed and supervised the "Circuit Rider Project," designed to take direct child and teacher training and consultative services out to seven sparsely populated, county school districts (18 schools) in rural, isolated areas. As well, teachers were brought together for workshops and sharing on six occasions during the year from October through August. Jointly conceived by the State Department and the University in response to a critical need identified, the project focused on the effective long-distance utilization of university expertise, materials, etc., in areas with no immediate resources available to them. Professional and consultative support consentrated upon the diagnostic/prescriptive aspects of working with exceptional children, primarily in regular classroom settings, e.g., informal screening and assessment techniques, behavioral objectives, criterion-referenced performance, performance charting and monitoring, methods and materials, etc. The circuit rider served as a catalyst to help bring about change (growth), instituted and internalized at the district level. Some 100 children and 25-30 teachers, in both regular classrooms and special programs, were directly served throughout the year, on a consistent and repetitive basis.

Patterned conceptually after the Circuit Rider Project, the Southern Nevada Regional Resource Center involved the Nevada State Department of Education and the Department of Special Education at the University of Nevada, Las Vegas, in the joint utilization of SWRRC contractual services for a second rural support delivery model. In the brief time available to the project (January - August), efforts focused on indirect teacher training and consultative services aimed at maximizing impact through shared sessions and laying the ground work for receptivity to direct, on site services.

In addition to the rural support service models financed, the Nevada State Department of Education purchased consultative and training services from Educational Consultants of Nevada (ECON), an independent contractor. The ECON contract focused upon the training

of in-service training personnel, ward managers, and adaptive physical education instructors of the Nevada Mental Health Institute in the utilization of the ECON Developmental Scale as a tool for prescriptive program planning with mentally retarded children at the institution. Measurement indices on gross and fine motor, pre-cognitive, pre-learning, self-help and self-adjustment skills were utilized to plan individualized developmental curricula, in which progress could be monitored and charted and growth easily and efficiently measured. Twenty staff members participated in six, one-day training sessions related to the construct, meaning, administration and scoring, and interpretation of the tests. Interpretative content was translated into how to utilize results to pinpoint behavioral objectives and plan individual curricula. Subsequent to the initial round of training sessions, approximately 150 children were administered the Scale by the institution personnel who had participated in training. Results were utilized to set up two equal-size, matched-pair groupings, experimental and control. Institution personnel then participated in five more, one-day training sessions, during which behavioral objectives and curriculum plans were written for both groups treatment programs were designed to match objectives and applied by personnel to the experimental group for three months. At the end of three months, both groups were retested on the Scale (by the same examiner as previously involved) and gains were assessed. While both groups showed gains, the experimental group showed greater gains than the control group. The project is best described as action research, since its purpose was to develop staff and children in the process of gathering data. Its design was not pure, since institution personnel involved were, themselves, growing and the benefits of that growth showed in their work with the control group, although certain program techniques were applied only to the experimental group. Findings and outcomes were discussed with participating institution personnel and appropriate administrators, in four one-day sessions, designed to plan follow-up to the project. The overall conclusions were that the Scale was excellent in telling the staff where the child was and how to plan appropriate developmental programs. It

was their unanimous recommendation that they participate in more training on curriculum design and begin to move the institution's program beyond self-help skills and into other aspects of development. This institution's own culminating goal, as an outgrowth of their exposure, was to reorganize and restructure their own program, with the continued assistance of outside expertise, as appropriate and available.

Figure 9 charts the technical assistance and training support given the State of Nevada during the 1973-74 operational year and the client ratings given the work.

Figure 9

SWRRC Technical Assistance and Training-
State of Nevada
1973-74

Dates	No. of Days	Purchased	SWRRC Provided	Client	Type of Service	Rating (1-10)
8/27/73	1	Dr. J. Campbell #1		SDE--Sp. Ed.	Diagnosis & prescriptive writing.	10
9/19/73	1 & phone		Bruce Weston #2	Smokey Davis Reno	Exploration of ways to be of service to Reno.	0
10/29-31/73	2 & phone		Bruce Weston #3	Bill Green Las Vegas	Strategy for service, inservice & those who could help.	no info.
10/29-31/73 3/19/74	2 1/2 & phone		Bruce Weston #4	Lynn Ruegamer Las Vegas	Strategies for Dev. of services 6 NLVW/RRC funds.	no info.
	10	Dr. Ted Tower #5		SDE-Sp. Ed. Reno	Dev. curriculum guide for TMR.	8
11/18-20/73	2	Dr. J. Campbell #6		SDE-Sp. Ed. Ely	L.D. Workshop	9
	5	#7		Bill Green-Circuit rider,		9
	10	Dr. Bill Wangonseller, John Van Vactor #8		White Pine Cc & Ely	Workshops	8
1/6-11/74	5 1/2		Dick Petre #9	Smokey Davis Reno	Training plans. 2 demo projects at univ. Deaf-blind prog. out of Sacramento.	10

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Dates	No. of Days	Purchased	SWRRC Provided	Client	Type of Service	Rating (1-10)
1/7-8.74	2		Barbe Walters #10	SDE--Reno	Planning for TA & PD	10
1/30/74	1 PD		Barbe Walters #11	Hawthorne Public Sh.	Lectures to Sp. Ed. teachers followed by individual consultations.	10
3/4-7/74	4	John Mattson #12		Hawthorne Public Sh.	Workshop	10
3/26-29/74 4/26/74	5	John Mattson #13		White Pine Co.	Series of workshops in rural areas. Reg. teachers w/Sp.Ed. students.	8
4/15-19/74	10	#14		Helen Jyestrup Carol Moore		
6/1-7/74	7	#15		11 people		8
6/17-22/74	5	#16		Cheryl Panelli		9
6/12,16-18/74	4	Educational consultants of Nevada #17	Dick Petre #17	SDE	Consultation on diagnostic evaluation of 80 children	8
	Total Days 77	Purchased Days 36	RCC Days 41			Aver. Rating 8

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New Mexico

The New Mexico State Department of Education utilized contractual services during the 1973-74 project year to enhance the Division of Special Education's own efforts in two critical areas: (1) on-going program development and maintenance and (2) planning, research, design, and dissemination, which involved no single major projects but,rather, produced a variety of process and product oriented activities. Activities engaged in were high priorities for the State Department as it attempted to protect quality in the accelerated expansion required to carry out a state legislative mandate to provide special education services for all exceptional children. The availability of SWRRC assistance added flexibility, depth, and breadth to the undertakings and made possible the involvement of many people, throughout and outside the state, in the outcomes that evolved. Funds were utilized to employ supplementary, full-time staff (professional and clerical) to assist a small state staff in public school program monitoring and technical assistance, untilstate or more stable federal funds were available for this purpose. In-state resources were also used intermittantly in this capacity. This resulted in a broader base of special education content expertise at the state level and greatly increased the man day availability of assistance available to the local districts. As well, funds were utilized to pay the costs of staff development and participation in professional meetings and conferences. Throughout the year, in-state experts and, to a lesser extent, out of state consultants were employed to participate in the development of the following:

(1) Revised Special Education Teacher Certification Standards,

(2) Competency-Based Certification Standards for Educational Diagnosticians,

(3) A manual of Standards, Guidelines, and Procedures for Special Education, including a User's Guide to Programs,

(4) Curriculum Guide for Programs for the Gifted,

(5) Curriculum Guide for Programs for the Visually Handicapped,

(6) Curriculum guide for Programs for Behaviorally Disordered Children,

(7) An Educational Needs Study Report,

(8) New Mexico State Plan for Special Education,

(9) Strategy Papers for a System of Diagnosis and Teacher Training,

(10) A System of Program Accountability and Monitoring.

The thinking involved and the documents that evolved resulted in significant local program impact throughout the state, legislative changes (including improved state financing), and the increased availability of state and federal (Title VI, Title V, Title III) funds for the implementation of a network of regional diagnostic and teacher training centers. The Division of Special Education rose to a new leadership stature within the state; its documents are in demand and its efforts being replicated outside the state in several instances.

SWRRC core staff continued to provide diagnostic/prescriptive services to "walk-in" children in New Mexico. A New Mexico Directory of Services for Handicapped Children was developed and is included as Appendix C to this Report. Other New Mexico-geared activities included assistance in financing a Diagnostic Center for Culturally and Linguistically Different Children, in cooperation with the University of New Mexico; a followup study of cerebral palsied children, in cooperation with the Carrie Tingley Crippled Children's Hospital, included as Appendix D to this Report; and evaluations of severely or multiply handicapped children in cooperation with the Las Lunas State Hospital and Training School and an Albuquerque Pre School for the environmentally deprived and handicapped.

Figure 10 charts the technical assistance and training support given the state of New Mexico during the 1973-74 project year and the client ratings given the work.

Figure 10

SWRRC Technical Assistance and Training - State of New Mexico

1973 - 1974

Dates	No. of Days	Purchased	SWRRC Provided	Client	Type of Service	Rating (1 to 10)
8/1/73	1		Barbe Walters #1	Albuq. Area Coord.	Training bus drivers of exceptional children	7
9/7-8/73	1 1/2		Dick Petre #2	SDE	Write state plan and revise incidence study	8
9/21/73	1	Donald Trubey #3		SDE	UPSEC Committee	8
10/16/73	1	Tom Chastain #4		SDE	Conference State Plan	8
10/3-5/73	2	John Mattson #5		SDE	Monitoring and Accountability Systems	9
10/4-5/73	1 1/2		Dick Petre #6	SDE	State planning committee	8
11/73		Richard Tonigan #7		SDE	Publication of incidence report	10
11/28-29/73	1 1/4		Dick Petre #8	SDE	Planning committee	6
12/26-28/73	2 1/2		Dick Petre #9	SDE	Discussions re/state plan	6
1/1-4/9/74	11		Dick Petre #10	SDE	Rev. of state standards, guidelines, incidence study, etc.	9
1/1-4/10/74	13		Paula Park #11	SDE	Rev. of state standards, funding formula, state plan, etc.	10
1/1-4/10/74	12		Paula Park #12	SDE	Title proposals & Legislative implementation package	9
1/17/74	1		Paula Parks #13	SDE	Design training package--serve on diagnostician certification committee.	8

Date	No. of Days	Purchased	SWRRC Provided	Client	Type of Service	Rating (1 to 10)
1/21/74	1		Barbe Walters #14	SDE	Inservice training	6
2/1-3/74	3		Barbe Walters #15	SDE	Wrote 5 Title III proposals	6
2/15/74	1		Donna Guilliams #16	SDE	Prescription for TMR Program	6
2/18-21 and 3/8/74	5		Barbe Walters #17	Buena Vista School	Behavior modification workshop	9
2/21-23/74	4		Dick Petre Gerrie Fosmark #18	SDE	Consult on flow-through monies	9
3/74		8 persons #19		SDE	Diagnostician certification standards meeting	7
3/74		Herb Parks Curlene Van Etten, Ben Baca, Hazel Mayer #20		SDE	T.A. for TMR	8
3/5-10/74	4	Elie Gutierrez #21		SDE	TESOL Conference	
3/10-12/74	2		Paula Parks #22	SDE	Eval. of Title VI Training workshop at UNM	8
3/13-15/74	7	Pearl Thompson Barbara Gr[illegible] Miriam Stallfuss #23		S.W. New Mexico	Providing TA to programs for multiply handicapped	8
3/19 & 26/74	2	Patricia Galvin #24			Resource room inservice	6
3/25-28/74	3		Donna Guilliams #25	SDE	Evaluate programs for TMR	8
3/25-28/74	18	6 persons #26		SDE	Resource room committee meeting	6

Date	No. of Days	Purchased	SWRRC Provided	Client	Type of Service	Rating (1 to 10)
3/28/74	5	5 persons #27		SDE	State standards advisory committee	9
3/28-30-74	2	Patricia Galvin #28		SDE	Gather information on sex ed.	7
3/74 & 4/74	2	Pauline Gonzales #29		SDE	Clerical service	8
3/74 & 4/74		Dr. Jim Lee Gonzales #30		SDE	Compile Advisory Committee suggestions and develop format for uniformity	8
4/74		5 persons #31		SDE	Resource room evaluations	8
4/1-4/74	3 1/4		Donna Guilliams #32	SDE	Evaluate programs for TMR	8
4/1- & 19/74	6		Barbe Walters #33	Agua Fria School	B. Mod. Workshop	9
4/14-19/74	9		Ele Gutierrez Ruth Brown Tony Espinosa #34	SDE		8
4/28-30/74	1 3/4		Paula Parks #35	SDE	State-wide diagnostic program presentation to LSSC	9
5/5-7/74	2	Gary Curtis #36		SDE	TA on communication for deaf workshop for area coordinators	6
5/5-8/74	3		Paula Parks #37	SDE	State-wide diagnostic strategy	10
5/15/74	2	Margaret Trujillo #38	Paula Parks #38	SDE	Task Force on state guidelines for Behavioral Disorders	7
6/2-7 and 10-12-74	15		Paula Parks #39	SDE	Plan state-wide diagnostic program	10

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Dates	No. of Days	Purchased	SWRRC Provided	Client	Type of Service	Rating (1 to 10)
6/16-21/74	5 1/2		Paula Parks #40	SDE	Dev. of state-wide diagnostic programs	10
6/17-19/74	3	Jeffery Grotsky #41		SDE	Accountability system for Sp. Ed., New Mexico.	9
6/22-24/74	88	44 People #42		Non-public School Personnel	TA workshop	6
2/27-7/1/74	4 1/4		Paula Parks #43	SDE	Interview diagnostician applicants.	10
6/28-29/74	2		Dick Petre #44	SDE	Meeting re/Regional network	8
7/9-12/74	3 1/2	Elie Gutierrez #45			State directors of Sp. Ed.-- meeting in Tampa.	7
	TOTAL 256	140 1/4	115 1/2			AVERAGE 7.5

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CHAPTER IV

THE SOUTHWEST REGIONAL RESOURCE CENTER CONCLUSIONS FROM ITS OPERATION AND OUTCOMES

1969 - 1974

An Evaluation Point of View

In any evaluation of outcomes, two dimensions must be treated separately. The full range of activities entered into by the SWRRC from 1969 through 1974 must be judged appropriate or inappropriate and successful or not successful, first, in terms of the degree to which they satisfied the goal translations of the basic conceptual and operational assumptions underlying the establishment of RRC's and, secondly, in terms of whether or not they had a positive impact on the quality of the education of the handicapped children in the region served. Further, activities of the SWRRC must be viewed along either dimension in light of the on-going process contexts in which they took place in the separate states served and the readiness of those contexts to effectively utilize what was offered at any given time.

The conclusions on outcomes contained in this Chapter are qualified by these dimensions and by the process contexts extant in Arizona, the BIA, Colorado, Nevada, and New Mexico, between 1969 and 1974. The conclusions, so qualified, represent a synthesis of the results of internal and external feedback systems related to the following general question areas concerning the SWRRC's five years of operations:

(1) Were the projects' goals appropriate (internally, responsive to the reasons for the existance of RRC's; externally, responsive to the priority needs identified by the client states)?

(2) Were the strategies effective and efficient? What worked best? What alternatives might have been tried?

(3) Was the staffing pattern(s) adequate? Was it too large or too small? Was it the best blend of professional competencies to carry out the activities?

(4) Were the target groups selected realistic and appropriate? Were they reached?

(5) Were the products/outcomes utilitarian?

(6) Was the impact of significance and of lasting duration?

Appropriateness of Goals

In general, the goals specified initially in the SWRRC's operation appeared to be designed to validate the assumptions that (1) a model operation could be established which would demonstrate exemplary diagnostic/prescriptive processes with children and that (2) research generated from the experience in such an operation could yield valuable information about the learning situation as it related to the education of handicapped children. A model diagnostic/prescriptive operation was established in 1969 and maintained, in one form or another, until the project's termination in 1964.

There is a serious question with regard to the SWRRC's research and demonstration approach and its usefulness and impact as related to the education of handicapped children in the region. It became increasingly evident, over time, that there was little, if any, "field payoff" in such an approach. There were no "ripples," no "multiplier effects." Only when a drastic shift occured in the premises underlying the project, as translated into goals, was any real marketability of the expertise shown. A conclusion is that the SWRRC initially met its own goals and, in so doing, perpetuated its own existence to the neglect of urgent issues in the field. As a research demonstration effort, then, it approximated some success; as a service effort, it failed.

An interesting question is raised, i.e., which kind of operation was the SWRRC intended to be and, if the design was twofold, what quotient of success/failure factors were inherent in that design. It appears that the SWRRC project was designed in response to an idea conceived in a vacuum and that the program complacently continued to maintain itself in that same vacuum for three of its five years, despite its own, ongoing series of trials, errors, and corrections. The SWRRC operation was, during the first three years, most relevant to its own intent and not to what was going on around it. Its experience was transmittable only in the narrowest sense (articles, etc.). A service existed for which most of the purported clients, for three years, had little or no use. In the last two years of operation, the SWRRC reached out into the region for its goals and aligned itself with the systems of educational delivery in the client states. At this point it began to be responsive to the

field. Was it, consequently, then remiss in the clarity with which it met the BEH requirements of demonstration and direct service? This dilemma should be underscored in that it may have forced the functioning SWRRC into a compromise position as it tried to please two masters with different ideas as to what constitutes the true nature of an RRC. While the two directions were not necessarily mutually exclusive, a reconciliation had to be achieved between the SWRRC's attempt to allocate resources to adhere to conceptual goals advocated at the federal level and the goals emerging from the clamor of authorities in the client states, authorities who were becoming more and more sophisticated in their ability to articulate their needs and priorities for resources allocation.

Efficiency and Effectiveness of Strategies

As the goals of the SWRRC changed from demonstration and research to the facilitation of and assistance with the solutions to real problems in the states served, so necessarily changed the strategies. Widely divergent strategies were called for over the time period and it is appropriate that they changed accordingly. The theme of this shift was away from direct, elaborate, longitudinal strategies such as the establishment and maintenance of classrooms and the development of multi media packages. Strategies gradually became less direct, less elaborate, shorter term, and moved into the realm of facilitative functions and procedural systems. It is worthy of note that a commensurate shift occured in the lines of accountability and responsibility for the conduct of activities, from the staff of the SWRRC to the authorities in the client states.

This change in the strategies employed greatly increased the overall time and manpower efficiency of the SWRRC operation. More things were done in less time and with fewer staff. As well, it is obvious that the expertise available from and through the SWRRC was brought to bear upon problems in a more effective manner as time went on.

Adequacy of Staffing Patterns

Since, ideally, form follows function, it is obvious that appropriate staffing modifications were necessitated at intervals throughout the five years. These modifications were rendered more complex in that they were set against a backdrop of changing administrators. The SWRRC knew four different directors in five years, to which situation can be attributed

a certain lack of continuity and sometimes turbulent transition. Staff came and went over the five years; how productively they were utilized varied. Roles and responsibilities were often altered by the time a new employee arrived on the job and were further altered frequently thereafter. Since the yearly staffing patterns of the SWRRC appear appropriate to whatever was going on that year, it is difficult to speak authoritatively with regard to staffing from the SWRRC experience. A few broad conclusions are offered as to the most workable staff size and competencies criteria.

Generally, a core group of five or six full time professional staff seem to constitute the most efficient complement. While specific, differential roles and responsibilities can and should be assigned, it is desirable that all staff be able to transcend given roles and serve as both generalist and specialist, initiator and facilitator, administrator and consultant. It is imperative that staff are attuned to the sociopolitical realities of the state and local educational system representatives with whom they work and with the front line, practical problems of the educational process.

Appropriateness of Target Group

SWRRC client focus changed drastically over the five years from a small group of mildly "learning handicapped" children in a geographically adjacent area to all the handicapped children to be directly on indirectly touched by administrators, teachers, parents, etc., in four states and the BIA. It is clear that the early circumscription of client group size and location was appropriate for a "model" or demonstration approach and that these clients were reached. It is, however, doubtful that much was realized outside of a few hundred children and a handful of teachers in New Mexico, despite the rather large financial and human investment made. It is possible that these few hundred children and the handful of teachers might have been better served if attention had been placed not on them but on the components of the system of education of which they were a part. And it is questionable that children in Arizona, BIA schools, Colorado or Nevada benefited at all from the original "laying of hands" on the New Mexico group.

It is concluded that an external force for change in education, to be most effective, must target as clients and work through those who are responsible within the existing educational system. Little change is brought about by the establishment of a parallel system, despite it competence. Its proponents and its findings are most often interpreted by the system in the invariable, "let me tell you what you ought to do" way which brings about resistance and rejection on every front.

Utility of Products/Outcomes

The usefulness of the SWRRC's work efforts has been alluded to in previous sections of this Chapter. At any given point in the projects early operational history, it is possible to identify the productivity of efforts and note that there were useable outcomes (tapes, multi media packages, articles, translations). However, since they were, for the most part, self inspired, it appears that they were rarely used and contributed little to the knowledges and practices underpinning special education mechanisms in the states served. This is most likely due to structural fault as opposed to product fault. No structure was established to accomodate the wide scale sharing of what was learned or produced so little use was made thereof. An exception appears to be the growing body of knowledge and experience surrounding the resource room as a model of program intervention. The SWRRC cannot, of course, take credit for the development and expansion of resource rooms in the states it served; its work in this respect was, however, timely in terms of the larger context and had greater marketability value and practical applicability.

In the last two years of SWRRC life, outcomes were anticipated in direct response to stated client needs and were, thus, inherently utilitarian. While some of these later efforts no doubt fell short of the mark of excellence, they were in step with the expectations of their users and were, therefore, used and useful.

Significance and Duration of Impact

It is premature at this time to predict what shape the significance of the SWRRC's five year operation ultimately will take. The continued progress of its former clients over time is, perhaps, the best index of its impact on the education of handicapped children. That progress has begun. It did not begin because of the existence of the

SWRRC and few, if any, direct cause-effect relationships can be established which link the chronology of the SWRRC's efforts to tangible improvement of special education in the states served. That the SWRRC, in its last two years, achieved a modicum of success as a facilitator and expediter of activities which contributed to the accomplishment of long and short range educational objectives in the states it served has been attested to by those states. The recent organizational activities of the leadership in those states (now served by another RRC), and their explicit delineation of what an RRC can and should do for them, is, at another level, some measure -- some positive proof -- of the SWRRC's efficacy of existence, as is their increasing ability to depart from provincialism and to think regionally with regard to common problems and shared solutions.

CHAPTER V

RECOMMENDATIONS TOWARD THE FUTURE OF REGIONAL RESOURCE CENTERS

The RRC, as an external intervention model for demonstrating and institutionalizing improvement in the education of handicapped children, has been discussed in previous Chapters of this Report. Five years of operational experience of one such RRC, the SWRRC, have been reviewed. The SWRRC terminated its existence on August 31, 1974. With its termination, its systems, procedures, forms, etc., were rendered obsolete and must depend upon their period of prior use for their effect. However, the RRC as an agent for change continues. It is hopeful that the experiences of the SWRRC can contribute conceptually to that continuation through the efforts of many of its former staff who are actively engaged in the business of special education in the states it served and through the sharing of the following general comments which a discerning on-going RRC may find helpful to its cause.

As states across the nation move rapidly toward mandated provision of appropriate educational services for all handicapped children, the tasks of identifying children, organizing and financing programs, monitoring and evaluating outcomes, upgrading personnel, and coordinating with other agencies fall generally within the purview of state departments of education. Because the state department of education is the legally established entity to implement these efforts, it follows that the greatest impact on children will be realized through the facilitation of the efforts of this mechanism. Considering the work load of most state department special educators, innovations, ideas, and promotions offered by an RRC, if out of step with state efforts, will probably go begging. However, a common problem of state departments is that as additional monies become available and programs expand, there is no proportionate increase in their manpower or in the money to buy skilled consultation needed for sophisticated planning, implementation, and evaluation activities. If the additional human and fiscal resources of an RRC are brought to bear on high priority issues through state departments, the probability for both impacting children and improving

the system can be optimized. RRC's concerns with demonstrating exemplary methods and techniques can best be done through short term, model efforts in existing institutions and programs, with continuing technical assistance and back up support RRC program activities which are responsive to the obvious, immediate needs of those responsible for the care and education of children will allow viable improvement of methods and techniques and the implementation of innovation and research finds through existing channels and offer probability of improving the system on a broad scale.

Through consideration of alternatives for delivery of state based resources, RRC's can serve state departments effectively by analyzing and synthesizing strategies and proposing effective, efficient models. To perform this function, RRC's must know the unique geographic and population characteristics of their clients and be sensitive to the socio-political realities of bureauocratic life. An operationalized set of objectives for RRC activities should meet the following tests of efficacy:

(1) Within the guidelines of the BEH, consistent with the objectives of the state and local authorities

(2) Of maximum effectiveness and efficiency in facilitating those objectives

(3) Complementary (not duplicatory) to intra state efforts

(4) Capable of long term flexibility over substantial periods of time

Finally, the staff of an RRC must be able to go beyond in-house, state capabilities, in terms of vision, perspective, and skill. The existence of an RRC is not a requisite for the introduction of additional financial and human resources into a state or region. The ultimate test of an RRC may well be the measure of what it contributed that states, or collections of states, could not have done for themselves.

APPENDICES

APPENDIX A

THE STATE DEPARTMENT OF EDUCATION · SANTA FE, NEW MEXICO · JUNE '74

A PLAN FOR THE DELIVERY OF SPECIAL EDUCATION SERVICES IN NEW MEXICO

PART TWO: MANAGED GROWTH TOWARD FULL CAPABILITY

(Second Printing - October, 1974)

74

SUMMARY:

SPECIAL EDUCATION NEEDS:

- 1,825 NEW TEACHERS
- 1,825 NEW PROGRAMS
- 100 NEW DIAGNOSTICIANS
- 200 NEW SPEECH THERAPISTS

TO SERVE

44,375 EXCEPTIONAL CHILDREN

THROUGH 80-81

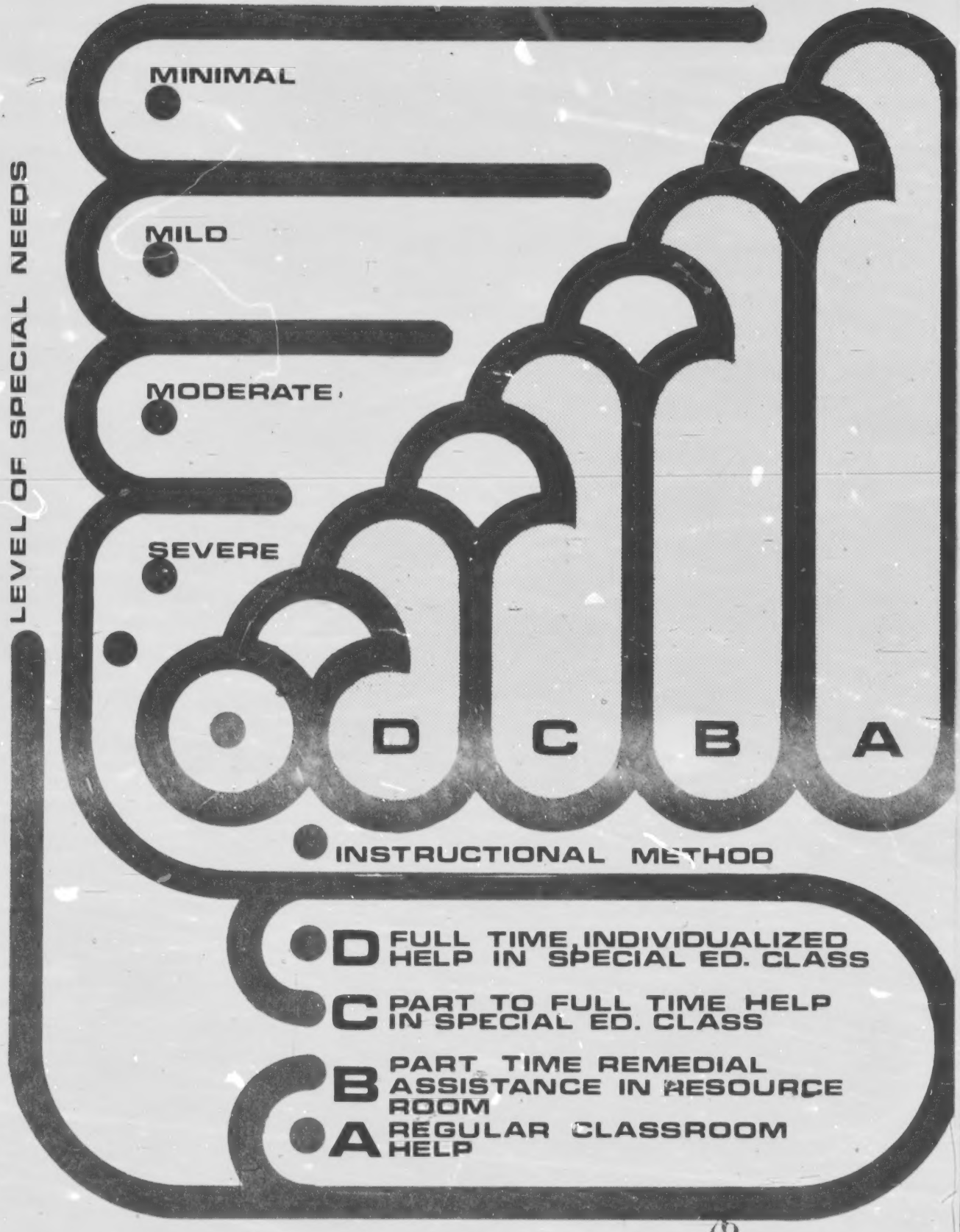
STATE FUNDS FOR SPECIAL EDUCATION:

ARE GENERATED ON THE BASIS OF;

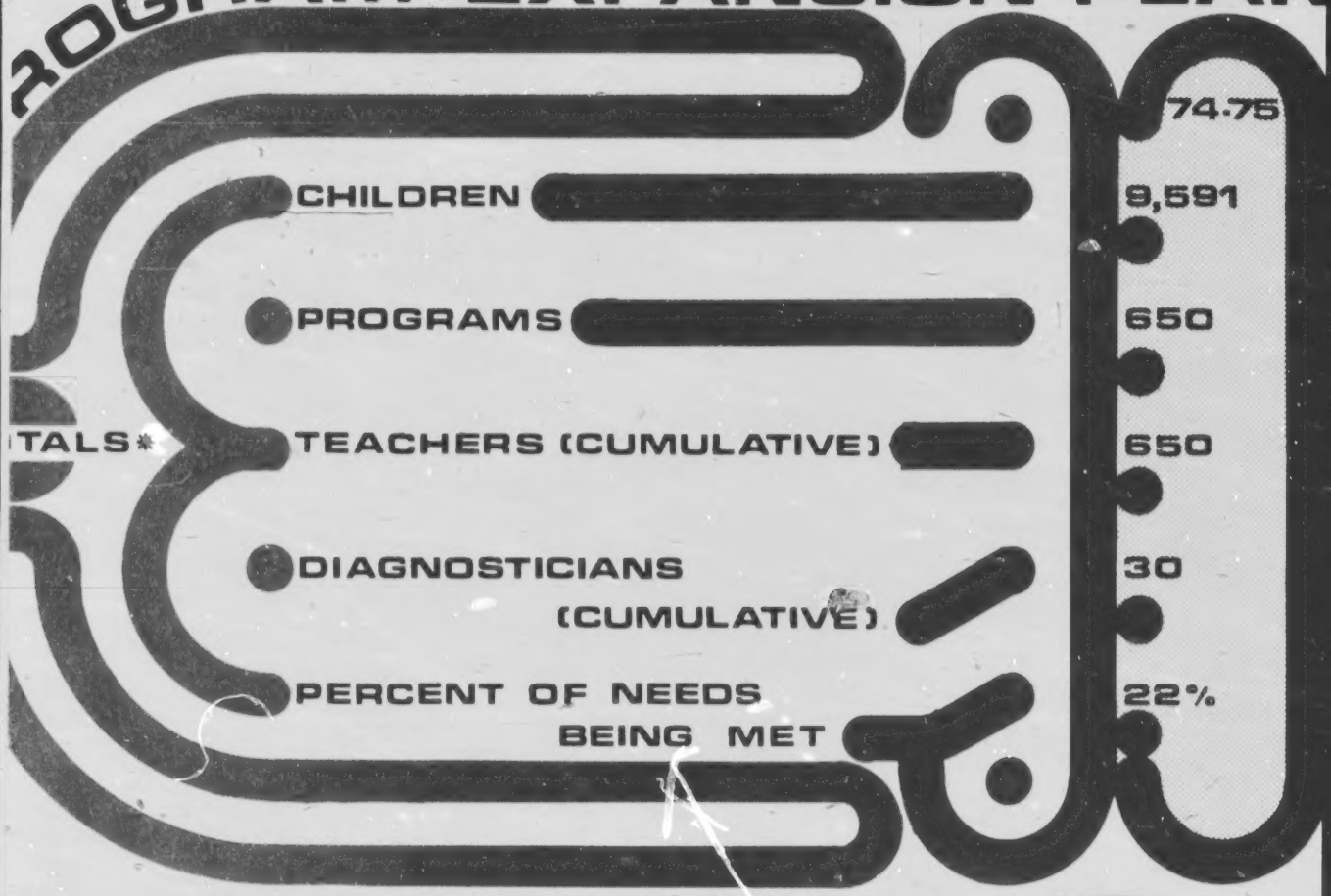
1. IDENTIFICATION OF CHILDREN AS EXCEPTIONAL
2. DIAGNOSIS OF LEVEL OF SPECIAL EDUCATION NEEDS

DIAGNOSTIC SERVICES CAN BE OFFERED BY:

1. INDIVIDUAL SCHOOL DISTRICTS (IF FUNDS ARE SUFFICIENT)
2. REGIONAL SPECIAL EDUCATION SERVICES CENTER NETWORK (COSTS CAN BE SHARED BY SEVERAL DISTRICTS)

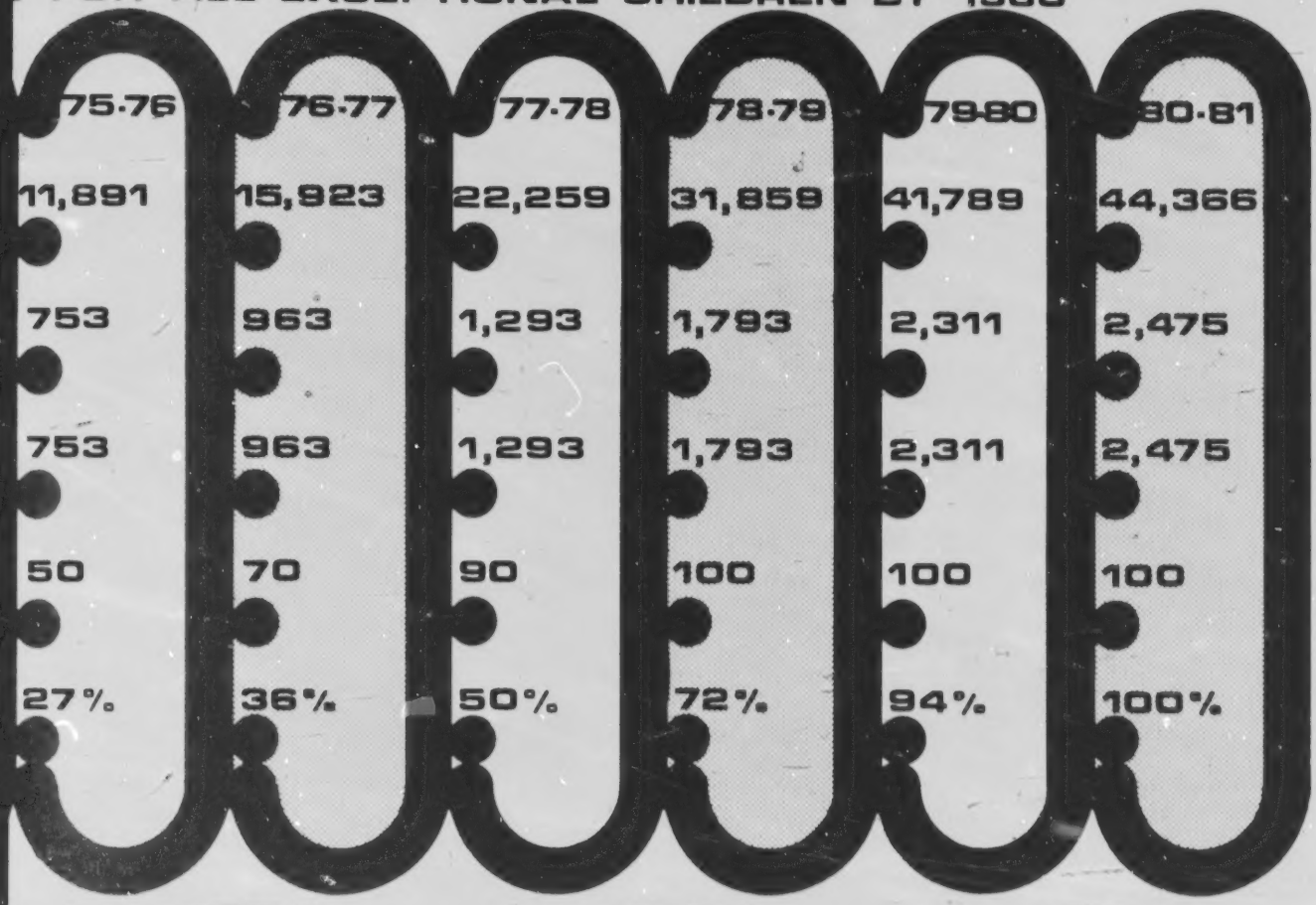

LEVEL OF SPECIAL NEEDS
MINIMAL
MILD
MODERATE
SEVERE
D
C
B
A
INSTRUCTIONAL METHOD
D FULL TIME INDIVIDUALIZED HELP IN SPECIAL ED. CLASS
C PART TO FULL TIME HELP IN SPECIAL ED. CLASS
B PART TIME REMEDIAL ASSISTANCE IN RESOURCE ROOM
A REGULAR CLASSROOM HELP

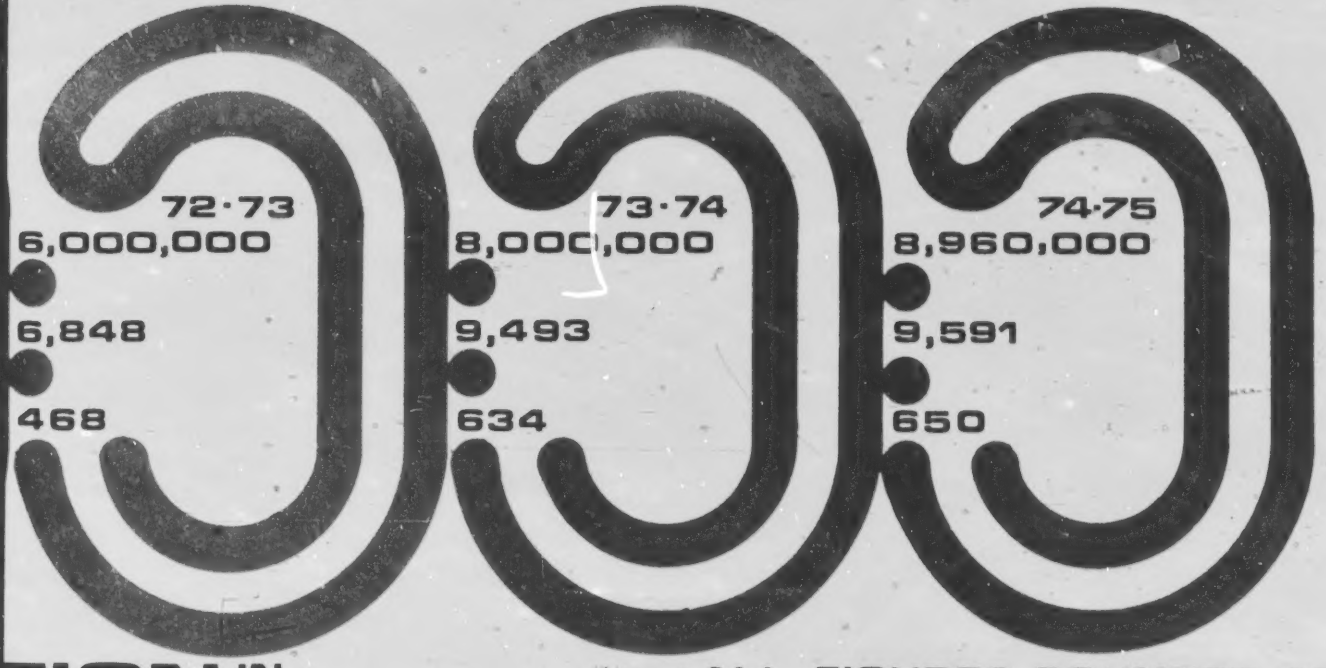
ROGRAM EXPANSION PLAN



UNDING OF SPECIAL EDUCA

SPECIAL EDUCATION SERVICES FOR ALL EXCEPTIONAL CHILDREN EY 1980





TION IN NEW MEXICO 78 *ALL FIGURES ROUNDED TO NEAREST WHOLE NUMBER

A PLAN FOR THE DELIVERY OF SPECIAL EDUCATION SERVICES IN NEW MEXICO

PART II: MANAGED GROWTH TOWARD FULL CAPABILITY, 1974 - 1980

The State Department of Education
Santa Fe, New Mexico

Leonard J. DeLayo
Superintendent of Public Instruction

June, 1974

Second Printing- October, 1974

79

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FOREWORD

As special education moves forward in New Mexico, its direction becomes more clearly defined, its leadership more knowledgeable, and, thus, its voice more articulate. This document occurs at a point in the process of growth and reflects the contributions of many people -- parents, educators, community leaders, legislators, government officials, and others -- who share a common cause and without whose dedication and efforts its publication would not have been possible.

The information included herein represents the best thinking at this time concerning the immediate future of public school special education programs in New Mexico and will be subject to constant updating and revision, as new data and new insight become available. The projections and the strategies proffered are flexible and will be validated and/or modified through experience over the next few years. In the meantime, they offer a reasonable context -- a point of departure from which to proceed with the increase and improvement of services for exceptional children, at state and local levels from 1974-1980.

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INTRODUCTION

The State of New Mexico is a study in contrasts in terms of its people, its terrain, and its financial resources. Conditions in the state are in many ways unique and require imagination and determination if solutions are to be found. Perhaps no field presents greater challenges than that of education.

Throughout its history, New Mexico has been characterized by cultural and linguistic diversity. Today, almost half the children come from minority groups -- children with Spanish surnames, Negroes, and Indians, including Navajo, Apache, Rio Grande Pueblo, and Zuni each with its own distinct culture and language. The state has a limited tax base which makes it difficult to provide the quality of education which its citizens demand and require. Geographic and ecological conditions, e.g., rugged mountains, inadequate and impassable roads, sparsity, create a major dilemma as to how best to educate New Mexico's children.

These and many other factors contribute in some measure to the complexity of the problem. Nonetheless, the recent years have seen progress and innovation in education in New Mexico. There is, today, greater concern at all levels regarding the education that children are receiving. Many local school districts have been experimenting with new programs, methods, and techniques. The success of some of these new developments has been demonstrated; others offer considerable promise.[1]

Perhaps most noteworthy over the last decade have been the state's efforts on behalf of quality education for its exceptional children. The New Mexico Legislature, in 1947, passed the first state law enabling interested school authorities to employ special teachers for physically handicapped children, over and above the regular quota of teachers. In 1953, the Legislature broadened the 1947 legislation to specifically include all educable handicapped children (including mentally handicapped) and authorized reimbursement over and above regular per capita cost reimbursements. In 1965, the legislation was amended to permit the inclusion of trainable handicapped children.

In 1972, the 30th New Mexico Legislature mandated the state to ". . . require school districts over a five-year period to provide special education sufficient to meet the needs of all exceptional children . . ." and indicated that it was the responsibility of the State Board of Education ". . . to make, adopt, and keep current a state plan for special education policy, programs, and standards . . ." Exceptional children were defined as children whose abilities rendered regular services of the public schools to be inconsistent with their educational needs and special education was referred to as the provision of services additional to, supplementary with, or different from those provided in the regular school program by a systematic modification and adaption of instructional techniques, materials, and equipment.[2] During the same session, the Legislature established differential funding rates for classes for trainable mentally handicapped children, for resource rooms, and for all other special education classes, respectively.[3]

IDENTIFICATION OF PROBLEMS

Faced with the challenge of the 1972 legislation, the State Board of Education, in March 1972, requested that the State Department of Education, Division of Special Education, participate with a statewide, broadly-based committee of parents, educators, and community leaders in an evaluation of the status of special education in the state and in an identification of the major problems anticipated in the expansion of public school programs to the volume required to meet the needs of all exceptional children by 1977.

The January 1973 publication of the findings of that group reported that the single most critical problem at that time was the lack of organized information concerning the size and nature of the state's exceptional population.[4] The acquisition of precise and reliable frequency indices and population demography was judged a first priority in the development of an information base from which to predict expansion levels accurately and to project adequate future financing for specific populations.

Therefore, in April, 1973, the Division of Special Education designed and subsequently conducted an educational needs assessment among public school children in New Mexico, the results of which would be used to generate baseline data for forecasting and for planning long range strategies to guide the rational and orderly expansion of special education programs.

Design of the Study

Since it was impossible to individually evaluate every child in the public school population (278,618 children), a stratified random sample design was used for the needs assessment. A sample size equal to one forth of one per cent (.0025) of the public school average daily membership was determined. To ensure representativeness, four stratification factors were applied: size of school district, geographic location, income level in the community (ies) served, and ethnic composition of the student body. After analysis of the pertinent population information on all eighty-eight New Mexico school districts, sixteen districts were selected to participate in the study, based on how closely their combined characteristics compared with statewide averages. A computer-generated set of numbers was used to randomly select names from the average daily membership rosters in the participating districts to designate the sample subjects. Uniform screening and psycho-educational evaluation procedures were employed, and the behavior of evaluators was standardized to the extent possible. Children were classified as normal or exceptional, with specificity in regard to the nine categories of exceptionality recognized in the New Mexico State Standards for Special Education.[5]

Analysis of Results

Complete results were obtained on a sample of 718 children (.2577 per cent of the total population). The data from the sample were first analyzed with regard to general characteristics such as size, sex, age, grade, language, intelligence and achievement and, when possible, were compared with total population data related to the same characteristics. The sample appeared well representative of the total population. Representativeness by size and geographic considerations was directly controlled by the stratification procedure. The random selection of children resulted in a sample that was representative across grade levels. Data regarding language(s) spoken in the home were compatible with statewide ethnic composition statistics. The intelligence level distribution in the sample was almost identical to that of the national norm group. The achievement pattern demonstrated through successive grade levels was similar to that reported by the Statewide Testing Program. In view of the evidence available, it appeared that exceptionality rates obtained would reflect a sound sample and could be extrapolated to the general population with a high degree of confidence.

A 27.03 per cent rate of exceptionality was found in the sample, across eight categories of exceptionality. Generalizing from the sample to the total population, it was projected that there would be 75,282 conditions of exceptionality found among public school children in New Mexico. Table I shows the incidence rates found, by category, in the sample and projects the corresponding numbers of conditions in the total population.

TABLE I

PROJECTED INCIDENCE OF EXCEPTIONALITY BY CATEGORY IN THE NEW MEXICO PUBLIC SCHOOL POPULATION

Conditions of Exceptionality	Rate	Number
Vision Impairment	.28%	766
Speech Impairment	7.80%	21,731
Hearing Impairment*	3.91%	10,865
Physical Handicap	1.53%	4,269
Learning Disability	7.38%	20,567
Mental Handicap**	3.48%	9,701
Giftedness	2.51%	6,985
Multiple Handicap	.14%	388
Total Conditions of Exceptionality	27.03%	75,282

* Includes 2.65 per cent mild, .42 per cent moderate, .84 per cent severe

** Includes 2.92 per cent educable, .56 per cent trainable

The procedures used in the study of incidence did not yield the type of information felt necessary for classifying a child as emotionally handicapped. A two per cent estimated rate was used for this category which brought the total reported exceptionality incidence to 29.03 per cent and the number of conditions projected in the total population to 80,854.

The rates cited above indicate incidence of conditions of exceptionality. If children who had two or more exceptionalities were counted only once, the total number of exceptional children in the public schools would be 25.26 per cent (including the estimated two per cent emotionally handicapped) or 70,377 children.[6]

A PROGRAM FRAMEWORK

Limitations of the Categorical Approach

The incidence data reported, as they are in the previous section, in traditional psycho-medical categories of exceptionality are useful in defining the numbers and kinds of children to whom the special education system in New Mexico may be responsible for the provision of services but they are of limited value in making educational management decisions. It is necessary to determine that a predisposing condition of exceptionality exists to justify the expenditure of limited amounts of special funds to educate certain children. However, not all exceptional children require special education, and labels that rely heavily upon medical and psychological variables contribute too little to the prediction of the kind of instruction that the child with that disability may need.

A Special Needs Approach

A special needs approach to educating exceptional children implies that the school program setting should be determined on the basis of the degree of special need each child demonstrates. The literature indicates that many people have engaged in conceptualizing settings that provide the best system of special services for all children. There is a current proliferation of names and variations of special provisions which, in general, fall under two major program headings: resource/support systems and special structured classes. The first grouping encompasses such strategies as itinerant, resource, or consulting teacher, media and materials specialist, diagnostic-prescriptive teacher, and the resource room. Each keeps the child with minimal to mild special needs in the regular classroom with much or all of the management of his learning done by the regular teacher. The second grouping places the child with moderate to severe special needs in a special class with much or all of the management of his learning done by a special teacher, although integration, to the extent feasible, is advocated. These provisions do not correspond to medical categories or severity levels of disability. Across conditions of exceptionality, they represent a range of program options which correspond to a range of special learning needs and minimize locking children into a separate system by placing special services on a continuum that actively interfaces with regular education.[7]

The New Mexico Plan of Alternatives

Consistent with the special needs approach, a series of four levels of public school special education program intervention were specified by the Division of Special Education and approved by the State Board of Education. The program continuum, as shown in Table II, was used as the basis for the determination of special education cost factors incorporated into state public school finance legislation enacted in 1974.[8] Not shown are the logical upper and lower extremities of the continuum of alternatives for the exceptional child, i.e., regular classroom placement with no special support warranted and institutional placement with a full complement of treatment warranted.

TABLE II

NEW MEXICO PLAN OF PUBLIC SCHOOL SPECIAL EDUCATION PROGRAM ALTERNATIVES

Level of Special Learning Needs of Exceptional Child	Recommended Program Provision & Description	What Happens to Child
A. Minimal - Child's special learning needs are such that he does not require a basic modification of the regular curriculum but can remain full time in the regular classroom with support and back up.	Resource Teacher - Suggested ratio 1/30-35. Special teacher serves a number of teachers with exceptional students and travels from class to class/school to school assisting teachers and children on a part-time basis.*	Child is given special help in the regular classroom and is taught primarily by the regular classroom teacher who is assisted by the resource teacher.
B. Mild - Child's special learning needs are such that he does not require a basic modification of the regular curriculum but does need additional intensive, remedial assistance outside the classroom.	Resource Room - Suggested ratio 1/18-24. Special teacher is permanently based and works with children on a regular part-time basis.	Child is given special help in the resource room by the resource room teacher who coordinates with the regular classroom teacher. Child is taught primarily by the regular classroom teacher.
C. Moderate - Child's special learning needs are such that the content, methods and/or pacing in the regular classroom are inappropriate and must be modified.	Special Education Class - Suggested ratio 1/10-15. Special teacher works with a group (class) of children on a part-to full-time basis and integrates children into regular program to greatest extent possible.	Child is taught by the special teacher in the special classroom and by the regular classroom teacher for integration activities.
D. Severe - Child's special learning needs are such that the regular classroom program is totally inappropriate and unresponsive. An individualized program is required.	Special Education Class - Suggested ratio 1/4-8. Special teacher works with small group of children on a highly structured, full-time basis and integrates children into regular program if possible.	Child is taught by the special teacher in the special classroom.

*Speech therapists would be included under type A program funding; however, the caseload for speech therapy would average 1/60 and more rapid caseload turnover would be expected.

PROJECTED PROGRAM NEED

In order to use the data available from the needs assessment to predict the specific number and types of special education programs required to meet the needs of all exceptional children in the school aged population, it was necessary to analyze it on the basis of performance criteria compatible with each of the program alternatives specified in the preceding section. In general, if the child was classified as exceptional but his achievement in reading or arithmetic was higher than 75 per cent of that expected on the basis of grade placement and there was no other evidence of problems, he was projected as able to perform in the regular classroom without special education assistance. If the child's achievement in reading or arithmetic was 50 to 75 per cent of that expected and other data indicated he could function in the regular classroom with special support, an A or B type program decision was projected. If the child's achievement in both reading and arithmetic was between 25 and 50 per cent of that expected and other data suggested a basic modification of the regular program was necessary, a C type program projection was made. If the child's achievement in both reading and arithmetic was less than 25 per cent of that expected and other data suggested that the regular program was completely inappropriate, a D type program projection was made. A child who was classified in the gifted category was projected in the regular classroom without special education assistance if his achievement was 125 per cent of that expected. If his achievement was below 125 per cent, an A or B type program projection was made. Speech therapy projections were treated separately to allow for variations in caseload size and turnover rates and to avoid the appearance of double counting some children.

Based on extrapolations from the needs assessment according to the above criteria, 12,808 of the 70,377 estimated exceptional children in the school aged population would be able to perform in the regular classroom with no special support. Of the remaining 57,569 children who need assistance, only 44,375 children would require placement in A, B, C, or D type programs as shown by category in Table III. The remaining 13,194 children would require only the services of a speech therapist (while 21,731 children would require speech therapy, 8,537 of them were programmed by other primary categories).

TABLE III

PROJECTED NEED BY CHILDREN IN CATEGORY AND PROGRAM TYPE

Program Type	Vision Impaired	Hearing Impaired	Physically Handicapped	Learning Disabled	Mentally Handicapped	Gifted	Emotionally Handicapped	Multiply Handicapped	Totals
A/B	776	1,552	1,552	17,075	3,880	3,492	4,458		32,785
C				3,492	3,880	N/A			7,372
D		1,164			1,552	N/A	1,114	388	4,218
Totals	776	2,716	1,552	20,567	9,312	3,492	5,572	388	44,375

RECOMMENDED EXPANSION PLAN

The pace at which annual appropriations of state monies for special education and local district class increases have proceeded in recent years in New Mexico has, in general, indicated strong commitment to exceptional children. Since 1970, program volume has more than doubled. During the 1971-72 school year, an appropriation of $4,500,000 allowed service to approximately 4,793 children in 384.5 programs throughout the state. In 1972, the appropriation for the 1972-73 school year was $6,000,000, a substantial increase over the previous year, which allowed service to approximately 6,848 children in 468 programs. In 1973 the appropriation for the 1973-74 school year was $8,000,000, which allowed service to approximately 9,493 children in 633.5 programs. In 1974, the appropriation for the 1974-75 school year was $8,960,000, and the 1974-75 estimated volume is 9590.5 children in 649.5 programs. While the volume increase anticipated for 1974-75 is a conservative one, increased funding flexibility and improved program cost factors included in the 1974 finance legislation reflect continued legislative acknowledgement of the importance of special education.

Despite the almost phenomenal growth in fewer than five years, less than one fourth of the estimated service need is now being met. Utilizing those estimates reported in the preceding section, rates of program expansion subsequent to the current year were analyzed in light of such critical components as identification and diagnosis, teacher training, administration and management, and financing. After careful consideration, it appears that serving all exceptional children by 1977, in accordance with the five-year legislative mandate, is unrealistic and would preclude a rational and orderly build up of program capability, as well as make the availability of qualified manpower an impossibility. Although there is a genuine urgency to close the gap between need and service, expansion must not proceed at a rate which sacrifices quality for quantity.

The Division of Special Education recommends the program phase-in plan shown in Table IV. The phase-in works toward an equitable distribution of program efforts on a managed growth basis and achieves the goal set forth by the Department of Health Education and Welfare's Bureau of Education for the Handicapped, i.e. to serve all exceptional children by 1980.

TABLE IV

RECOMMENDED PROGRAM EXPANSION PLAN

	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80	1980-81
Programs A/B							
Additional Children		2025	3402	5346	8100	8370	1863
Additional Programs		67.5	126	198	300	310	69
Cumulative Children	3675	5700	9102	14448	22548	30918	32781
Cumulative Programs	122.5	190	316	514	814	1124	1193
Per Cent A/B Need Met	11.2%	17.4%	27.8%	44.1%	68.8%	94.3%	100%
Program C							
Additional Children		115	252	396	600	624	288
Additional Programs		9.35	21	33	50	52	24
Cumulative Children	5092	5207	5459	5855	6455	7079	7367
Cumulative Programs	413.65	423	444	477	527	579	603
Per Cent C Need Met	69.1%	70.6%	74.0%	79.4%	87.6%	96.0%	100%
Program D							
Additional Children		160.5	378	594	900	936	426
Additional Programs		26.65	63	99	150	156	71
Cumulative Children	823.5	984	1362	1956	2856	3792	4218
Cumulative Programs	113.35	140	203	302	452	608	679
Per Cent D Need Met	19.5%	23.3%	32.3%	46.4%	67.7%	89.9%	100%
Totals							
Total Children	9590.5	11891	15923	22259	31859	41789	44366
Total Programs	649.5	753	963	1293	1793	2311	2475
Per Cent Total Need Met	21.6%	26.8%	35.9%	50.2%	71.8%	94.2%	100%
DIAGNOSTICIANS NEEDED							
New Diagnosticians Needed	30	20	20	20	10	0	0
Cumulative Diagnosticians Needed	30	50	70	90	100	100	100
TEACHERS NEEDED							
New Teachers Needed		103.5	210	330	500	518	100
Cumulative Teachers Needed	649.5	753	963	1293	1793	2311	2475
SPEECH THERAPISTS NEEDED							
New Speech Therapists Needed		22.5	33.5	36	36	36	36
Cumulative Speech Therapists Needed		22.5	56	92	128	164	200

(Projected on an average case load of 60)

The numbers of children projected for program placement (above) do not exactly correspond with the numbers of children projected in need of such programs but represent the closest approximation of need, when the annual program expansion increment is calculated on the basis of average class sizes. These projections are general and do not fully accommodate such factors as: geographic distribution of children, age distribution of children, categorical mix of children, exceptional population increase or attrition, movement of children within and to outside the system, manpower turnover or attrition.

SUBSYSTEM ISSUES AND STRATEGIES

Identification and Diagnosis

Basic to sound special education program expansion are the accurate identification of the child as exceptional, the establishment of his level of special needs, the selection of the best choice from the range of program options, the definition of instructional objectives, and the development of a prescription for progress. These are the outputs of the diagnostic process, upon which are premised the generation of state monies for the design and implementation of appropriate local educational services in keeping with each child's special needs. It is essential that these steps precede the placement of children in special education programs.

In New Mexico, a total of eleven school districts, across which the average daily membership varies from not quite 6,000 to upwards of 85,000, serve 65 per cent of the state's public school population. The essential diagnostic issue in these districts, in which special education program volume allows for intra-district management and support capability, is the availability of funds to finance numbers of diagnosticians in ratios consistent with the initial evaluations required for new placements and the annual re-evaluation of approximately one-third of the in-program population.

Thirty five per cent of the state's public school population is distributed throughout the other seventy seven New Mexico school districts, which spread across the entire state, some 121,666 square miles, and vary in average daily membership from less than 100 to almost 5,000. For these districts, a Regional Special Education Services Center Network proposes a cost efficient and effective solution to problems of diagnostic service delivery.

The 1974-75 school year marks the initial use of state and federal funds for the introduction of local and regional diagnostic services at the level required. It is critical that continued financial support keep pace with increasing program volume. It is likely, at any given time in the build up of diagnosticians, that two-thirds might be employed by local districts and one-third might operate from a regional base. While the initial focus of the diagnostic subsystem is special education program expansion, steady state demands are different, and priorities will change accordingly. At that time, systematic and early screening, periodic re-evaluation and follow up, and teacher consultation and support functions are appropriate. The build up of diagnostic manpower projected in the previous section is designed not to exceed the number which a steady program state would warrant.

Teacher Training

The special education process is essentially a process of managing learning by objectives: forecasting, identifying objectives, organizing strategies, selecting delivery mechanisms, and evaluating outcomes. The process presumes skill in selection of activities, methods and materials and in defining and check pointing measures of success. The process is carried out by a well trained special education teacher (or an assisted and supported regular teacher) whose role is to manage the sequence and who possesses the skills to do so. Gearing up to ensure special education programs in New Mexico that can maintain at this level of sophistication demands that an immediate and intensive, concerted effort of teacher education be launched.

The education of teachers is inherently career-long and best carried out through the collaborative efforts of colleges and universities, state departments, and public schools. For purposes of clarification of roles and responsibilities, it is useful, however, to consider teacher training in two phases: pre-service and in-service.

Pre-Service Preparation. The projections in the preceding section indicate the need for over 1,800 new special education teachers in New Mexico in the next several years. In addition, it is estimated that over thirty thousand exceptional children who receive special education services will remain in the regular classroom for a substantial portion of their learning experiences, which has significance in terms of the preparation of regular teachers, now in and entering New Mexico's classrooms. It is clearly the urgent task of the state's teacher training institutions to apply their ingenuity and their resources to the issues involved in speeding up the preparation of special education teachers. As well, attention must be given to the input of special education content into the requisites for preparation of regular teachers. All vehicles for the delivery of such training must be explored, e.g., resident university courses, summer programs, continuing education, demonstration projects, workshops. Sources of entries into higher education must be carefully examined. In addition to new entries, an excellent source of special education manpower might be the regular classroom teacher who is willing to reprepare. This could be a particularly viable strategy in light of the impending displacement of some regular teachers as a result of the movement of children into full or part-time special education programs and with regard to the problem of finding and keeping good special education teachers in rural and remote areas.

In-Service Training. In conjunction with an accelerated

pre-service preparation effort on the part of higher education, the State Department of Education and the local school districts must come to task with the vast and ongoing in-service upgrading called for. While some teachers will choose to continue independently their in-service preparation via advanced study at colleges and universities, and while the Division of Special Education will continue to use federal funds earmarked for training to provide student support and training costs for special courses and work-shops, large numbers of special education and regular teachers now in the field and of those who enter in the next few years will look to other avenues for additional upgrading and selective skill building.

In this respect, a viable, collaborative delivery mechanism is the proposed Regional Special Education Service Center Network, through which the Division of Special Education and the local school districts could offer in-service training programs in partnership. They also could develop, demonstrate and disseminate materials and provide technical and diagnostic assistance. Universities and colleges could be valuable sources of input by training the trainers employed at the regional level and through demonstration and research in all facets of special education. Similar input would come from the Division of Special Education. A third source of expertise into the regional centers might be the state's specialized institutions and residential schools whose own roles will change as more children move into expanded public school program options.

It is obvious that the demand for teachers requires commitment in terms of additional dollars generated and allocated for training and student costs. Financial support (federal, state, local, and private) must be brought directly to bear on the training issue.

Accountability and Monitoring

During recent years in New Mexico and elsewhere, the application of strategies designed to increase the effectiveness and efficiency of public school programs serving exceptional children has been a priority. However, another aspect of special education program expansion must be addressed, an aspect which is, perhaps, most difficult to come to terms with. That issue is program evaluation.

Input measures thought to be functional in establishing the value of program endeavors have been relatively well defined and are now being employed with regularity in the Division of Special Education's monitoring program. However, the development of some objective assessment of the productivity of the special education program, or the determination of the value of the output based on criterion measures of student performance, has to some degree eluded refinement.

Recent advances in educational technology and the emerging capabilities to acquire and analyze student performance (child learning) information suggest that this facet of evaluation is feasible. The special education sequence seems to lend itself particularly well to this kind of development, since explicit in it is the establishment of learning objectives and the prescribing of activities. Were a system of such measurements designed, the real responsibility for monitoring, evaluation, and reconciliation of discrepancies between objectives and outcomes would be at the local district level. The Division of Special Education's responsibility would be that of auditing regular, systematic in-process and final reports, random field monitoring, providing assistance to districts in reconciling discrepancies, and tracking progress.

A reporting-auditing system would focus upon making data available at the district level for program decisions and program improvement. It would also document valuable summative (comparison) and formative (change) student information for use in designing ways to assist and improve programs and in assessing the relationship between cost and program productivity.

TOWARD A COMMON DENOMINATOR

Whenever change is attempted, problems will usually follow. The more the problems can be anticipated and planned for, the more smoothly changes will go. There is an increasingly powerful movement in American education, of which recent court decisions are only one indicator, to deny public schools the right to exclude any child. As local and state education agencies wrestle with the problems associated with the accelerated movement of more and more exceptional children, even the most severely handicapped, into appropriate public school programs, other agencies and institutions, and residential schools, are coming to grips with their own changing roles and responsibilities.

It has not been the intent in this plan to regard exceptional children as solely within the purview of the public schools nor to imply that the projected program expansion offers a panacea for the myriad of complexities involved at any given time in their education. The Division of Special Education has recognized the need for active interface between regular and special public school education. Just as critical is the public schools' interface with institutions, state residential schools, and private groups, who share common goals and enhance the range of available alternatives.

Through mutual planning and problem solving, territorial prerogatives will relax, communications will continue to improve, and interagency efforts will complement one another. Creative, cooperative residential -- public school -- community based partnership models promise the optimum in free movement of children between structures and focus the best available resources on the development of the highest quality, collaborative system of educational opportunities for all exceptional children.

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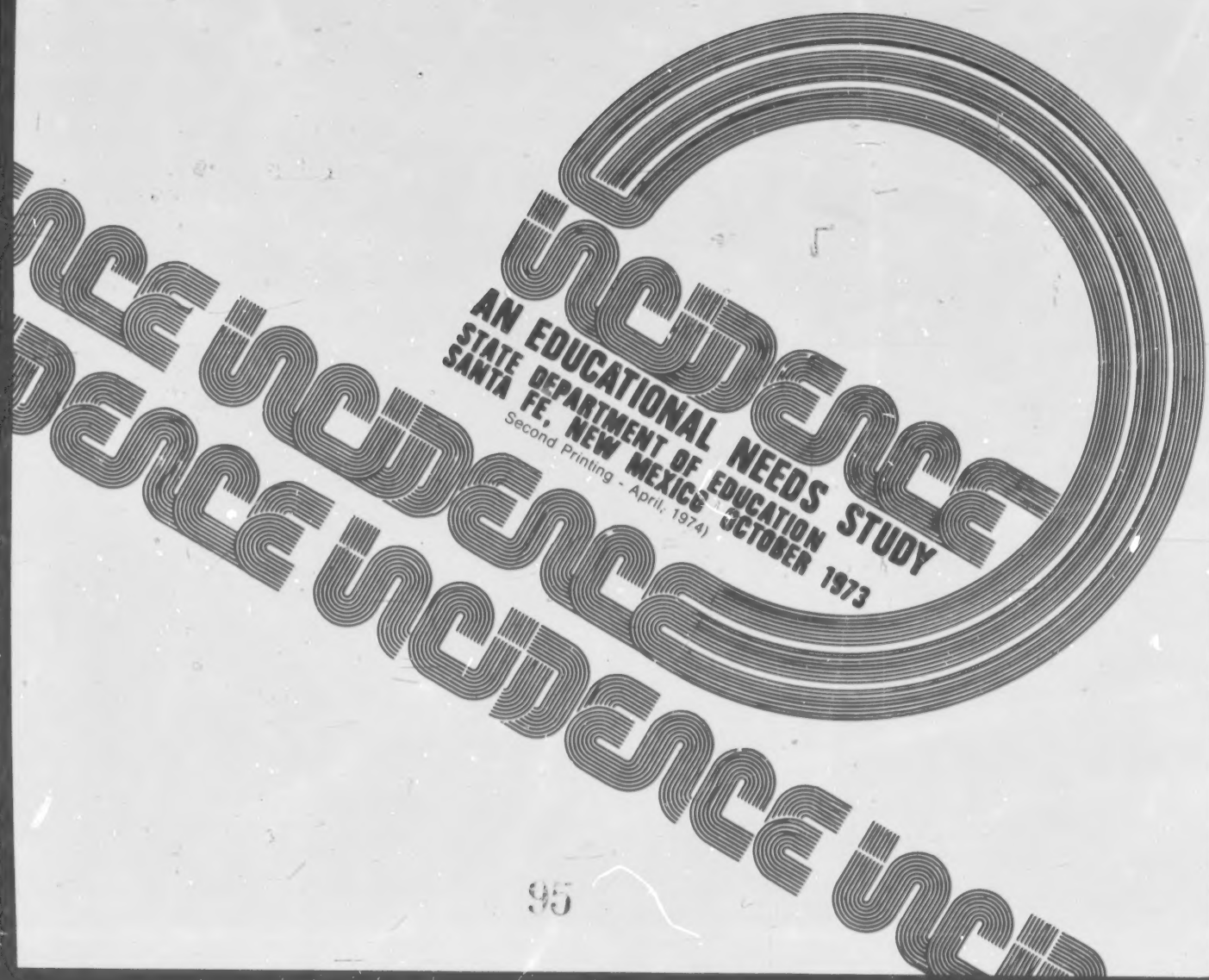
ISDEA
AN EDUCATIONAL NEEDS STUDY
STATE DEPARTMENT OF EDUCATION
SANTA FE, NEW MEXICO OCTOBER 1973
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AN EDUCATIONAL NEEDS STUDY REPORT

RELATED TO INCIDENCE OF EXCEPTIONALITY

A PRELUDE TO PLANNING SPECIAL EDUCATIONAL SERVICES IN NEW MEXICO

The State Department of Education
Santa Fe, New Mexico

Leonard J. DeLayo
Superintendent of Public Instruction

96

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INTRODUCTION

The Thirtieth New Mexico Legislature, Second Session, 1972, mandated that the state's public schools will provide educational services for all exceptional children.[1] To meet the educational needs of the state's total exceptional population in a responsive and prudent manner requires, initially, an intensive planning process and, ultimately, affirmative program action and financing.

As a first step in the planning process, the State Department of Education, Division of Special Education, participated with a broadly-based committee of parents, educators and community leaders in the definition and evaluation of the major problems involved in areas related to special education program expansion. The January 1973 publication of the findings of that group reports the single most critical problem facing special education in New Mexico today is that no one knows the number of children in the state who need special education services or what kinds of services these children need.[2] While the state has made considerable strides in recent years in the identification of its exceptional public school population, the shortage of trained diagnostic personnel, particularly critical in the rural and the more remote areas of the state, has consistently inhibited the needed progress with respect to psychological and educational diagnosis and evaluation.[3] Efforts by the Division of Special Education to obtain financing to ameliorate the situation through the use of statewide diagnostic teams have not been successful to date.[4 5]

Great difficulty is encountered in any attempt to estimate the prevalence of conditions of exceptionality among school aged children in New Mexico from various reports of national incidence. Not all reports included the same categories nor agreed upon the definitions of those categories. Even subtle distinctions in definition have resulted in widely diverse numerical counts. The status of the current thinking in the field and the degree of refinement of the diagnostic art at the time the research was conducted have affected the figures reported. Other variables which have accounted for different results include the lack of consistency in the methods that were used to collect the data and the wide range of populations that were studied. A review of pertinent publications shows an array of national rates, e.g., 10.053 per cent,[6] 11.59 per cent,[7] 12.4 per cent, [8] and 12.7 per cent.[9]

Even if discrepancies between the estimates such as those cited above could be reconciled, the extent to which national averages are applicable to New Mexico, with its complexity of geographic, economic and cultural factors, is questionable. Other states which have compiled information on incidence have, in general, reported rates considerably in excess of the conservative national averages, e.g., 16.85 per cent,[10] 19.87 per cent,[11] 21.10 per cent,[12] and 27.29 per cent,[13] and results of a few controlled studies in New Mexico have suggested very high prevalence of certain handicaps in some portions of the state where inadequate nutrition, scarcity of medical services and overall living conditions are problematic.[14 15]

Planning and programming for special education and accurate projections of adequate financing for specific populations mandate that valid and reliable population demography be available. Faced with the lack of specific information and the limitations of related research, the Division of Special Education concluded that an educational needs study must be conducted in New Mexico. The results of such an assessment would be used to generate data for use in forecasting and planning long range strategies to guide the rational and orderly expansion of special education programs to full capacity.

DESIGN OF THE STUDY

Sampling Process

The most obvious and best way to have obtained accurate numbers of and descriptive information about the exceptional children in New Mexico's public school population would have been to evaluate individually every child in that population. Such an undertaking was, of course, impossible, given the confines of time, money and personnel available. Various alternatives were explored, and it was decided to select a sample of children for intensive evaluation and generalize the results, an accepted practice in a wide variety of disciplines dealing with human populations. It was felt that by use of a well defined and highly controlled sampling process it would be possible to obtain a high degree of precision in estimating the characteristics of the total public school population from study of a relative few.

In light of the diverse nature of the New Mexico public school population, the primary problem confronted in the use of the sampling process was to ensure that the sample was truly representative of the total from which it was drawn and that it would adequately reflect differences within the total and, accordingly, variations in performance. The most effective way to reduce the possibility of error associated with this problem was to stratify the sample so that significant strata in the total were represented in the sample in proportion to their size and homogeneity within the whole population. After review of the information available on the characteristics of the New Mexico public school population, four relatively independent factors were isolated as those which were most critical for stratification. They were as follows: size of school district, geographic location, income level in the community(ies) served and ethnic composition of the student body.

Once the stratification parameters were fixed, the pertinent population characteristics of districts were analyzed to determine which districts would be included in the sample. All school districts were first considered within the nine existing size categories based on average daily membership (ADM). Table 1 shows these categories and the number and combined ADM of all districts by category.

Two districts in different geographic locations were selected to participate from each category. The selection was based upon how closely the average (median) income level and per cent ethnic composition, combined for the two districts, compared with the average (median) income level and per cent ethnic composition for all districts in the category. There were two exceptions to paired representative districts. Albuquerque was automatically included as the only district in the "20,000 and over ADM Category", and no combination of districts in the "5,000 - 9,999 ADM Category" closely matched total category characteristics. Therefore, Carlsbad alone was selected as most representative.

Table 1

NUMBER AND ADM OF NEW MEXICO SCHOOL DISTRICTS BY SIZE CATEGORY

ADM Category	Number of Districts in Category	Total ADM in Category
Under 200	8	1,233
200 - 299	12	2,794
300 - 499	10	4,024
500 - 999	16	11,633
1,000 - 2,499	15	21,949
2,500 - 4,999	15	51,455
5,000 - 9,999	7	50,036
10,000 - 19,999	4	49,832
20,000 - and over	1	85,662
TOTALS	88	278,618

Size and Selection of the Sample Population

After the sixteen participating school districts were identified, it was necessary to determine a manageable, yet statistically acceptable, sample size. In view of time, money and personnel limitations and in light of the high degree of representativeness anticipated as a result of the stratification process, a sample size equal to one fourth of one per cent (0.25 per cent) of the total public school ADM was accepted. The sample then would include 697 children. An additional number of children equal to approximately eleven per cent of the sample size was added to compensate for absenteeism and the like, increasing the total number of children to be involved to 774.

The number of children to be drawn from each of the participating districts was calculated by multiplying the total ADM of all districts in each category by .0025 to ascertain the number to be included from that category and then prorating that number across the representative districts according to the ratio of their ADMs. The number of children specified from each district was then increased by eleven per cent.

When the number of children to be involved from each district was established, a computer-generated set of random numbers was obtained for each district to total 774 numbers. The random numbers were matched with names on the ADM rosters in each district, and the corresponding children were selected.

Table 2 shows the size and estimated ethnic composition of the sample by participating districts in comparison to the total population characteristics.

Evaluation Procedures

The most probable form of bias in the evaluation of the children in the sample was the potential

Table 2

COMPARISON OF SIZE AND ETHNIC CHARACTERISTICS OF SAMPLE WITH TOTAL POPULATION

ADM Category	Number of District	Total Category ADM	Median Per Cent Ethnic Distribution			Districts in Sample	Sample Size	Ethnic Distribution of Sample		
			Mexican American	Indian	Other			Mexican American	Indian	Other
0- 199	8	1,233	26 %	0 %*	74 %	House	2	0	0	2
						Quemado	3	1	0	2
200- 299	12	2,794	46 %	0 %*	53 %	Roy	4	3	0	1
						Animas	5	2	0	3
300- 499	10	4,024	41 %	0 %*	58 %	Carrizozo	6	3	0	3
						Texico	6	2	0	4
500- 999	16	11,633	50 %	0 %*	32 %	Estancia	15	8	0	7
						Jemez Mountain	17	12	2	3
1000-2499	15	21,949	49 %	0 %*	34 %	Chama	20	15	1	4
						Bloomfield	41	9	13	19
2500- 4999	15	51,455	45 %	0 %*	34 %	Taos	68	55	3	10
						Artesia	75	30	0	45
5000-9999	7	50,036	22 %	2 %	66 %	Carlsbad	138	50	0	88
10,000- 19,999	4	49,832	39 %	3 %	44 %	Roswell	83	25	8	50
						Gallup	55	8	33	14
20,000 and over	1	85,662	38 %	2 %	58 %	Albuquerque	236	89	5	142
Total	88	278,618	40.7%	7.7%	51.6%	Total Sample	774	312	65	397
								40.3%	8.3%	51.2%

*Fewer than half the districts in the category have Indian populations; therefore, the median is 0

101/001

variability among the evaluators involved. It was critically important to develop and employ a set of standard screening and evaluation procedures which were realistic in terms of various constraints but which were thorough enough to yield sufficient information for valid and reliable classification of each child in the sample as normal or exceptional with specificity in regard to one or several of the following types of exceptionality: Blind and Visually Handicapped, Hearing Handicapped and Deaf, Speech Impaired, Physically Handicapped, Learning Disabled, Mentally Handicapped (Educable Mentally Handicapped and Trainable Mentally Handicapped), Emotionally Handicapped, Multi-Handicapped and Gifted."

A uniform, step-by-step screening and evaluation procedure was designed to be followed with all children. The procedure is outlined in Appendix A. Training and briefing sessions were programmed which would standardize the behavior of the evaluators and the process in the participating districts.

Implementation of the Study

At the onset of the design process on March 1, 1973, the Division of Special Education enlisted the assistance of the federally funded Southwest Regional Resource Center located at New Mexico State University. Staff of the Center participated with the Division staff in the planning and the implementation of the study.

Upon specification of the sample size and characteristics and the design of the procedure outlined in the previous section, the Division on March 14, 1973, tested the design with an executive group of the State Plan for Special Education Advisory Committee. Following sanction by the Advisory Committee, a meeting was held on March 21, 1973, with the superintendents or their delegates of the sixteen school districts scheduled to participate. The study was discussed in detail, and the response from the districts was supportive and their subsequent cooperation excellent.

Some thirty top caliber psycho-educational diagnosticians from eleven New Mexico school districts were loaned to the Division, upon request, for purposes of evaluation. Additional diagnosticians served on loan from other agencies and groups. A consortium of university and related personnel conducted the entire hearing, speech and language screening portions of the study.

On April 4 and 5, 1973, training workshops for the participating school administrators, school and public health nurses, hearing and speech clinicians and psycho-educational diagnosticians were conducted by Division staff. The workshops were aimed at full understanding of the study and uniformity in its conduct throughout the state.

Division staff made lead trips to participating districts on April 6 and April 9 - 13, 1973, to finalize arrangements and expedite the screening and evaluation phases.

Actual field testing was begun on April 12, 1973, and was completed on May 15, 1973.

Treatment of Data

In order to eliminate to the greatest extent possible the likelihood of bias and error in the final classification of children, all data on each child was punched on computer cards for final analysis. A set of objective criterion measures was developed for each category of exceptionality and programmed into the computer. The identification code for each child meeting the criteria was printed out in each category. The final classification of children, then, was completely automated.

The classification criteria were developed in correspondence to the definitions in the *New Mexico State Standards for Special Education, Revised April, 1973*. Definitions and criteria are found in Appendix B.

RESULTS OF THE STUDY

General Population Characteristics

The data on the sample population were first analyzed with regard to general characteristics such as size, sex, age, grade, language, intelligence and achievement and, when possible, were compared with total population data related to those same characteristics. Those results were as follows:

Size: A total of 718 children was fully evaluated, a number equal to 0.2577 per cent of the total population. The sample size slightly exceeded the required 0.25 per cent.

Sex: The sample group included 356 males, 361 females and one child whose sex was not indicated.

Age: The children in the sample ranged from six through twenty years of age. Table 3 presents the age frequency distribution of the sample.

Table 3

SAMPLE DISTRIBUTION BY AGE LEVEL

Age	Frequency	Age	Frequency
6.0 to 6.11	30	14.0 to 14.11	58
7.0 to 7.11	62	15.0 to 15.11	44
8.0 to 8.11	66	16.0 to 16.11	66
9.0 to 9.11	64	17.0 to 17.11	49
10.0 to 10.11	54	18.0 to 18.11	17
11.0 to 11.11	63	19.0 to 19.11	3
12.0 to 12.11	68	20.0 to 20.11	1
13.0 to 13.11	83		

Grade: The grade placements of the children in the sample ranged from first through twelfth grades. Table 4 compares the percentage of sample children in each grade with the actual percentage of children in each grade in the total population.

Table 4

COMPARISON PERCENTAGE GRADE LEVEL DISTRIBUTIONS OF THE SAMPLE AND TOTAL POPULATION

Grade	% of Sample	% of Population
1	7.7	7.8
2	10.8	7.7
3	8.5	8.3
4	8.1	8.7
5	8.1	8.7
6	10.1	8.9
7	8.8	8.9
8	9.1	8.6
9	6.8	8.5
10	8.2	8.5
11	7.4	7.4
12	4.6	6.6
Sp. Ed.	1.7	1.6

There was no statistically significant difference between the sample and the population distributions by grade level.

Language: Parents of 642 of the 718 children responded to a questionnaire investigating the language(s) spoken in the home. Ninety-five per cent indicated they spoke English in the home. Thirty-seven per cent indicated they spoke Spanish in the home. Two and one-half per cent indicated they spoke Navajo in the home. One and four-tenths per cent indicated they spoke some other language (e.g., Zuni) in the home. Of the total, 60 per cent indicated they spoke only English; 35 per cent indicated that they spoke English and another language, and 5 per cent indicated that they spoke no English.

While the language datum obtained was not directly comparable to existing information on ethnic origin of the statewide population, it was generally consistent with the pattern of ethnic composition reported and bore strong similarity to previous projections related to the need for bilingual education in the public schools.

Intelligence: The mean I.Q. of the sample population on the Wechsler I.Q. Scale was 100.07, with a mean Verbal I.Q. of 97.9 and a mean Performance I.Q. of 102.77. Table 5 shows a comparison of the distribution by I.Q. range of the sample population and the national norm group used in standardizing the Wechsler Scale.

Table 5

COMPARISON PERCENTAGE DISTRIBUTIONS OF THE SAMPLE AND THE NATIONAL NORM GROUP ACROSS INTELLIGENCE LEVELS

Classification	I.Q.	N.M. Sample	Norm Group
Very Superior	130 & above	2.5%	2.2%
Superior	120-129	8.1	6.7
Bright Normal	110-119	17.0	16.1
Average	90-109	50.4	50.0
Dull Normal	80- 89	15.2	16.1
Borderline	70- 79	3.8	6.7
Mental Defective	69 & below	3.1	2.2

The mean I.Q. of the sample was almost identical to that of the norm group (i.e., 100.00), and there was relatively close agreement between the two groups in the percentage distributions at each range. The exception was in the "Borderline" range where the percentage of children in the norm group noticeably exceeded that in the sample group.

Achievement: The mean levels of academic achievement in reading and arithmetic on the Wide Range Achievement Test of the children in the sample were calculated by grade level and are shown in Table 6.

Table 6

MEAN SAMPLE READING AND ARITHMETIC GRADE EQUIVALENTS BY GRADE LEVEL

Actual Grade Placement	Mean Grade Equivalent Reading	Arithmetic
1.8	2.1	2.0
2.8	3.0	2.6
3.8	4.3	3.7
4.8	5.0	4.1
5.8	5.4	4.9
6.8	7.1	5.8
7.8	7.6	6.1
8.8	8.5	6.7
9.8	8.6	6.9
10.8	9.7	7.1
11.8	9.7	7.4
12.8	11.0	8.4

The achievement results presented were not exactly comparable to the selected reported results of the Statewide Public School Group Testing Program for two reasons. The tests used with the sample population were not the same tests as those employed in the Statewide Testing Program; thus, the specific skills measured were somewhat different. As well, all testing in the study was done on an individual basis, and tests were administered by experienced diagnosticians. However, the pattern of achievement in relationship to grade level demonstrated by the sample population was similar to that reported by the Statewide Testing Program for selected portions of the total population.

Summary: In view of the direct and indirect evidence available, the sample population appeared well representative of the total population. Representativeness by size and geographic considerations was directly controlled by the stratification procedure. The random selection of children resulted in a sample which was representative across grade levels. The datum regarding language spoken in the homes of the sample children was compatible with statewide ethnic composition statistics. The intelligence level distribution of the sample children was almost identical to that of the national norm group. The achievement pattern demonstrated was similar to that reported by the Statewide Testing Program. On these bases, it was concluded that the exceptionality incidence rates were obtained on a sound sample and could be extrapolated to the general population as valid and reliable indices of the need for special education services.

Categorical Incidence Rates

A 29.03 per cent rate of exceptionality was found in the sample. Generalizing from the sample to the total population, it is projected that there would be 80,854 conditions of exceptionality found among the public school children in New Mexico. Table 7 shows the incidence rates by category and the corresponding numbers of such conditions in the total population.

Table 7

PROJECTED INCIDENCE OF EXCEPTIONALITY BY CATEGORY IN THE NEW MEXICO PUBLIC SCHOOL POPULATION

Conditions of Exceptionality	Rate	Number
Vision Impairment	.28%	766
Hearing Impairment*	3.91%	10,865
Speech Impairment	7.80%	21,731
Physical Handicap	1.53%	4,269
Learning Disability	7.38%	20,567
Mental Handicap**	3.48%	9,701
Giftedness	2.51%	6,985
Emotional Handicap***	2.00%	5,572
Multiple Handicap	.14%	388
Total Conditions of Exceptionality	29.03%	80,854

*Includes 2.65 per cent mild, .4[illegible] per cent moderate, .84 per cent severe
**Includes 2.92 per cent educable, 0.56 per cent trainable
***Estimated

The numbers projected in the total population, as shown in Table 7, are numbers of exceptionalities. If children who had two or more exceptionalities are counted only once, the total number of exceptional children in the public school population would be 70,377 children or 25.26 per cent of the total population.

The incidence data, reported as they were in Table 7 in the traditional psycho-medical categories of exceptionality, were useful in defining the number and kinds of children to whom the special education system may be responsible for the provision of services but of limited value in making management and program organization decisions. Not all exceptional children necessarily require special education programs, and the special needs of those children who do require such programs range from minimal to profound. In order to use the data to project the number and kinds of programs required, it was necessary to review the information in an additional context, that is in light of its educational implications.

Educational Implications

A series of public school special education program options were defined at four levels of intervention, and criteria were established for placement in each. The description and the criteria for each level are included in Appendix C. The data were re-analyzed on the basis of these criteria, and program placements were projected accordingly. Of the 70,377 exceptional children in the public school population, it was estimated that 12,808 children or 4.60 per cent of the total population could function adequately in the regular classroom with no special program support. Of the remaining 57,569 children who need special services, 13,194 or 4.73 per cent of the total population would require only the services of a speech therapist (21,731 children needed speech

therapy, but 8,735 children were included in other categories). Forty four thousand, three hundred seventy-five (44,375) children or 15.93 per cent of the total population would require some form of special education program placement.

It was estimated that 32,785 children or 11.77 per cent of the total population could remain in the regular classroom if special education support were available to the children and to their regular classroom teachers (Programs A and B). Seven thousand, twenty-seven (7,027) children or 2.63 per cent of the total population would require placement in a structured special class but could be integrated into the regular program on some basis (Program C). Four thousand, two hundred and eighteen (4,218) children or 1.51 per cent of the total population would require highly structured special class placement (Program D).

Table 8 shows the categorical distribution of children by recommended program type.

Approximately 9,500 children now receive some kind of public school special education services. More than 48,000 children who need either special education program support and/or speech therapy, then, are not now being served.

Table 8

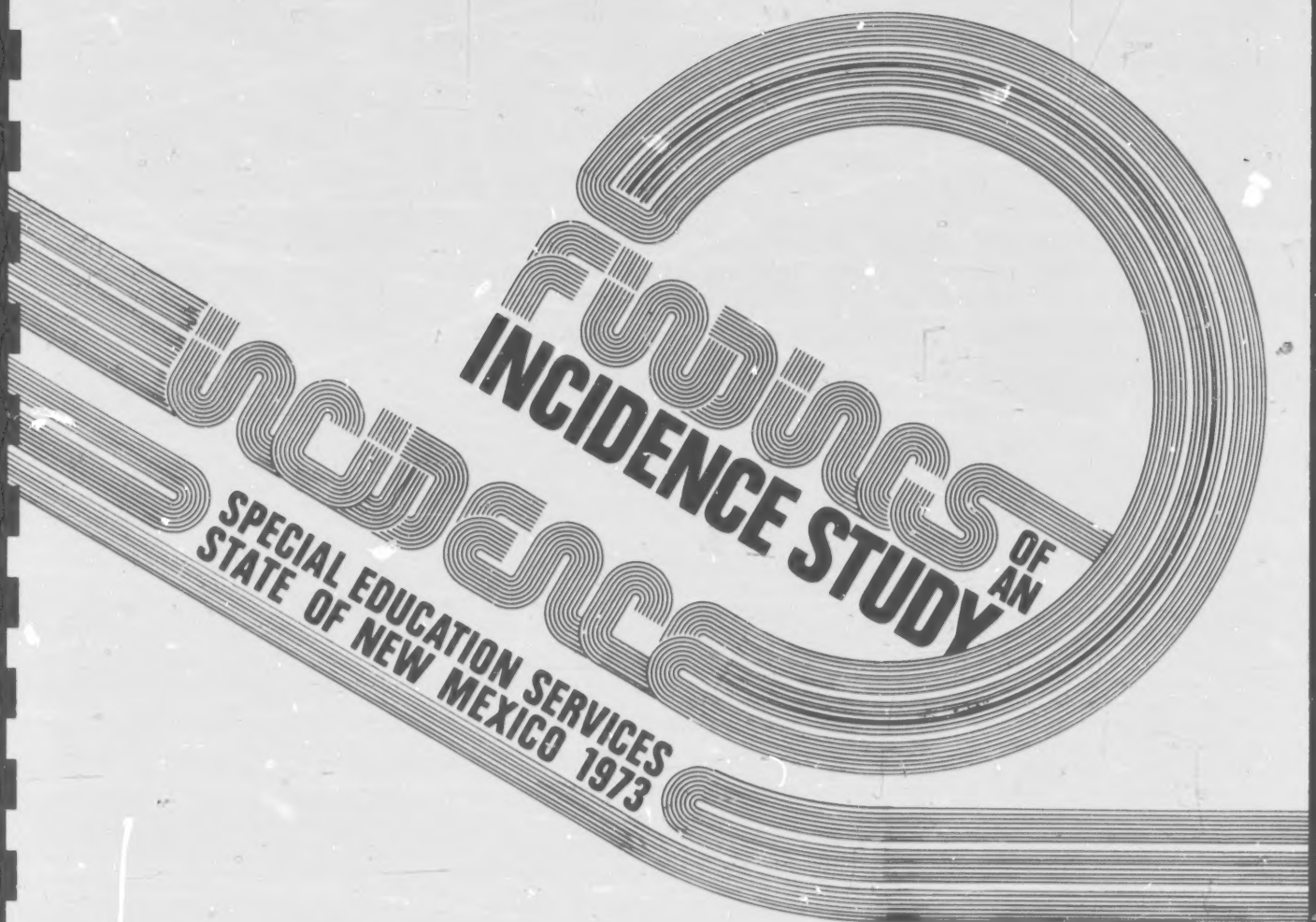
EXCEPTIONAL POPULATION BY CATEGORICAL DISTRIBUTION AND BY PROGRAM TYPE

Program Type	Gifted[1]	E.H.[2]	L.D.	H.H. Deaf[3]	P.H.[4]	MT.H.	M.R.[5]	V.I. Blind	Speech Impaired[6]	Totals
A B	3,492	4,459	17,075	1,552	1,552		3,880	776	N/A	32,785
C	N/A		3,492				3,880		N/A	7,372
D	N/A	1,114		1,164		388	1,552		N/A	4,218
Totals	3,492	5,572	20,567	2,716	1,552	388	9,312	776		Total 44,375

[1]Total number less 3,493 children who can function in regular classroom
[2]Estimated
[3]Total number less 1,164 children programmed by another classification and 6,985 children who can function in regular classroom.
[4]Total number less 776 children programmed by another classification and 1,941 children who can function in regular classroom.
[5]Total number less 389 children who can function in regular classroom.
[6]21,731 children need speech therapy; 13,194 are only speech handicapped; 8,537 are shown above in other categories.

IDENTIFICATIONS OF TABLE 8 HEADINGS

E.H. — Emotionally Handicapped
L.D. — Learning Disabled
H.H. Deaf — Hard of Hearing/Deaf
P.H. — Physically Handicapped
MT.H. — Multi Handicapped
M.R. — Combination of Trainable Mentally Handicapped and Educable Mentally Handicapped
V.I. Blind — Visually Impaired & Blind


FINDINGS OF AN
INCIDENCE STUDY
SPECIAL EDUCATION SERVICES
STATE OF NEW MEXICO 1973

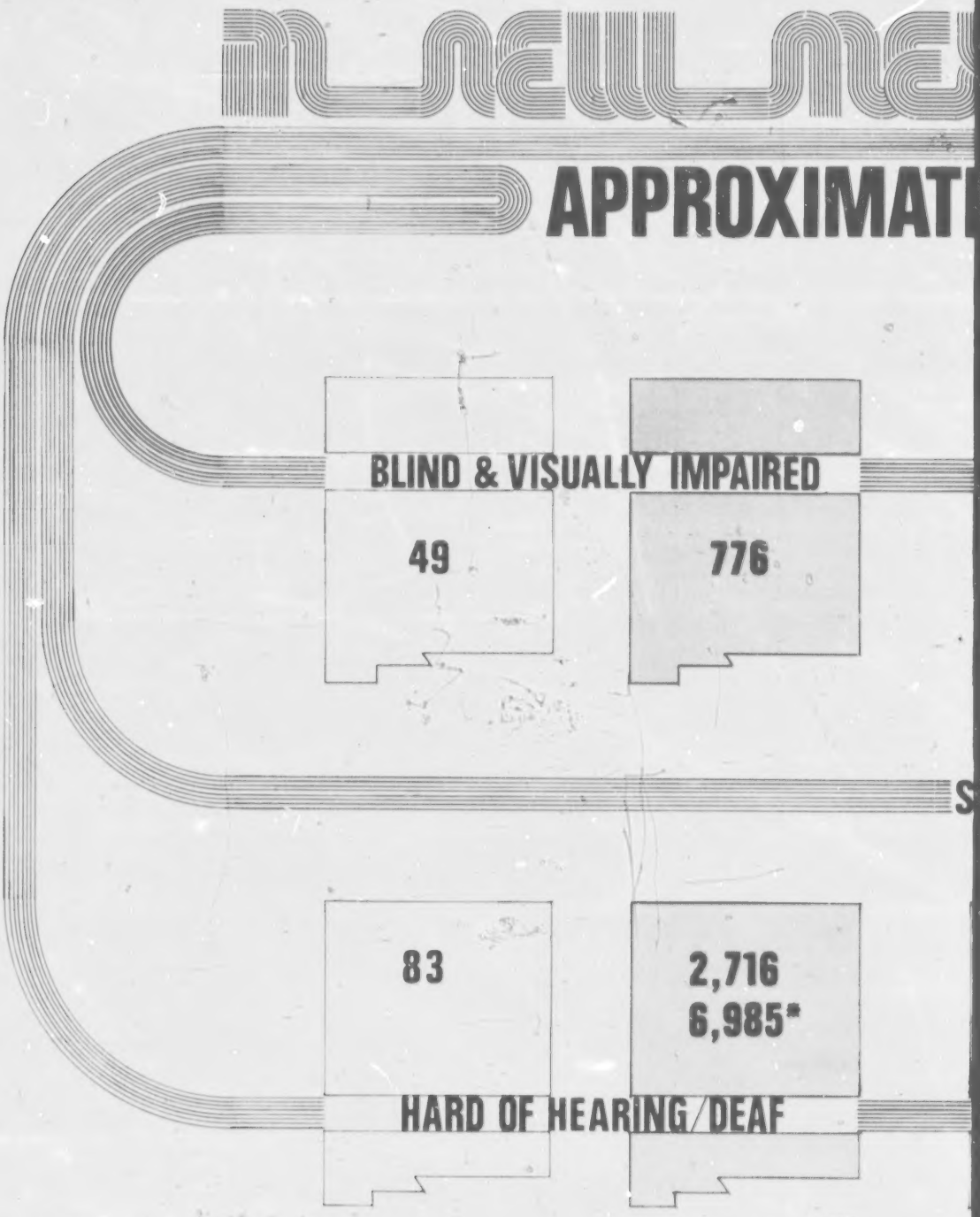
DIAGNOSTIC & EVALUATIVE FINDINGS

More than 20 per cent of New Mexico's public school children need special education services; fewer than 4 per cent receive these services.

More than 48,000 students who could benefit from special education services will not receive these services during the 1973-74 school year.

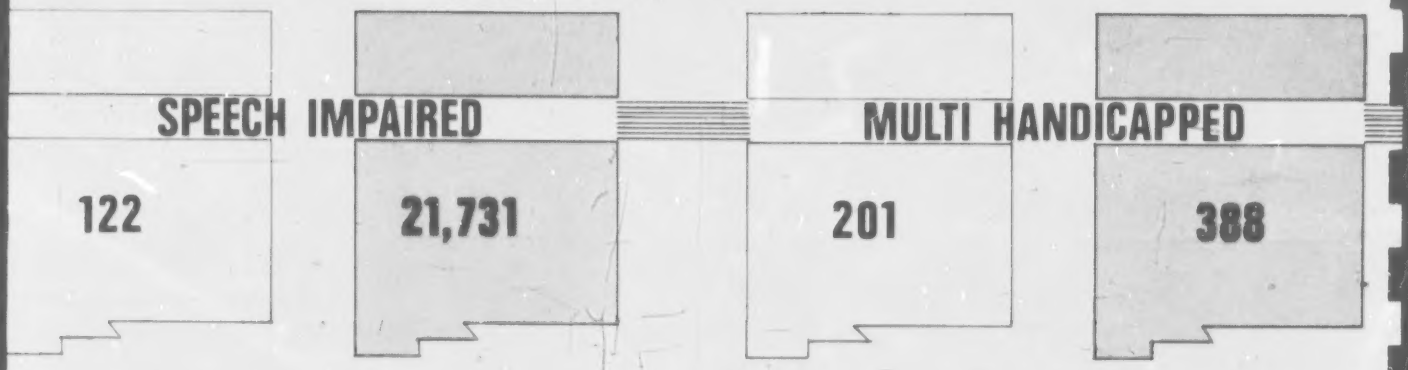
Special Education difficulties increase with age of child. The earlier the child receives special education services, the better.

In the support of special education programs, major shortages exist in the availability of diagnosticians, trained teachers and aides, specialized materials, suitable media, developed programs, usable equipment and properly designed and operable environments.

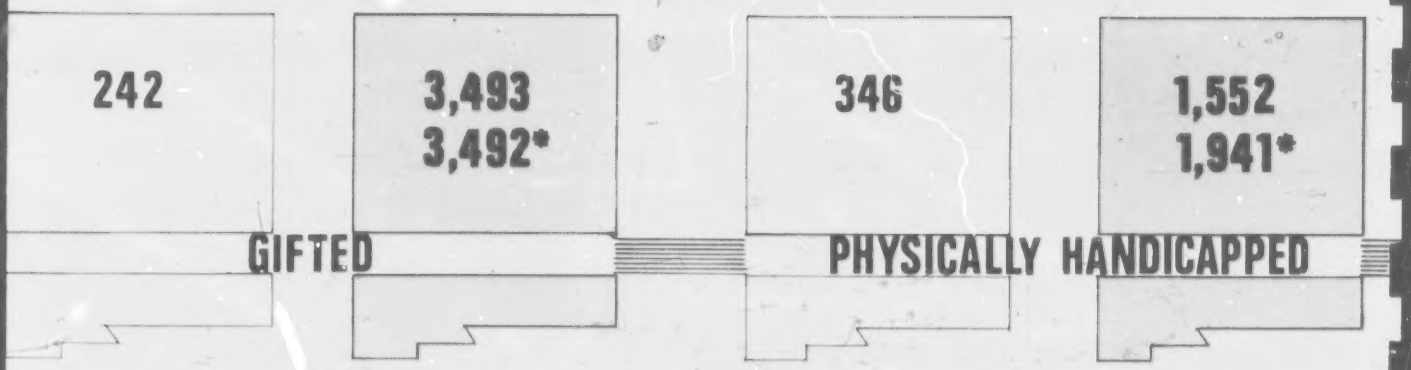


*OTHERS CAN FUNCTION IN CLASS W/O SPECIAL ED. SERV

ELY ONE FIFTH OF THE PUBLIC SCHOOL CHILDRE



TUDENTS RECEIVING SPECIAL EDUCATION SERVICES ☐ STUDENTS NE



ICES

SPECIAL EDUCATION

NEW MEXICO NEED SPECIAL EDUCATION

TRAINABLE MENTALLY HANDICAPPED		LEARNING DISABLED	
728	1,552	2,408	20,567

SPECIAL EDUCATION SERVICES

831	5,572 EST'D	4,499	7,760 389*
EMOTIONALLY HANDICAPPED		EDUCABLE MENTALLY HANDICAPPED	

services is critical

BASED ON THE FINDINGS OF THIS STUDY:

70,377 PUBLIC SCHOOL CHILDREN WOULD BE EXCEPTIONAL.

80,854 EXPECTED TOTAL AMOUNT OF EXCEPTIONALITIES.*

57,569 CHILDREN WOULD NEED SPECIAL EDUCATION.

9,503 CHILDREN ARE RECEIVING SPECIAL EDUCATION.

48,066 CHILDREN NEED BUT ARE NOT RECEIVING SPEC. ED.

*SOME HAVE MORE THAN ONE EXCEPTIONALITY

FINDINGS INDICATE A NEED FOR:

INCREASED FINANCING FOR THESE COMPONENTS OVER A FIVE-YEAR PERIOD, 1974-79.

1 IDENTIFICATION AND DIAGNOSIS

- Classifying
- Determining Needs/Defining Behavioral Objectives
- Choosing Programs
- Developing Prescriptions

2 PROGRAM DEVELOPMENT

- Forecasting
- Identifying Program Objectives
- Selecting Delivery Mechanisms
- Evaluating Outcomes

3 TEACHER TRAINING AND EDUCATION

- Resident University Courses
- Summer Programs
- Continuing Education
- Workshops, Conferences

4 MEDIA, MATERIALS, EQUIPMENT

- Designing
- Selecting
- Adapting
- Demonstrating
- Disseminating

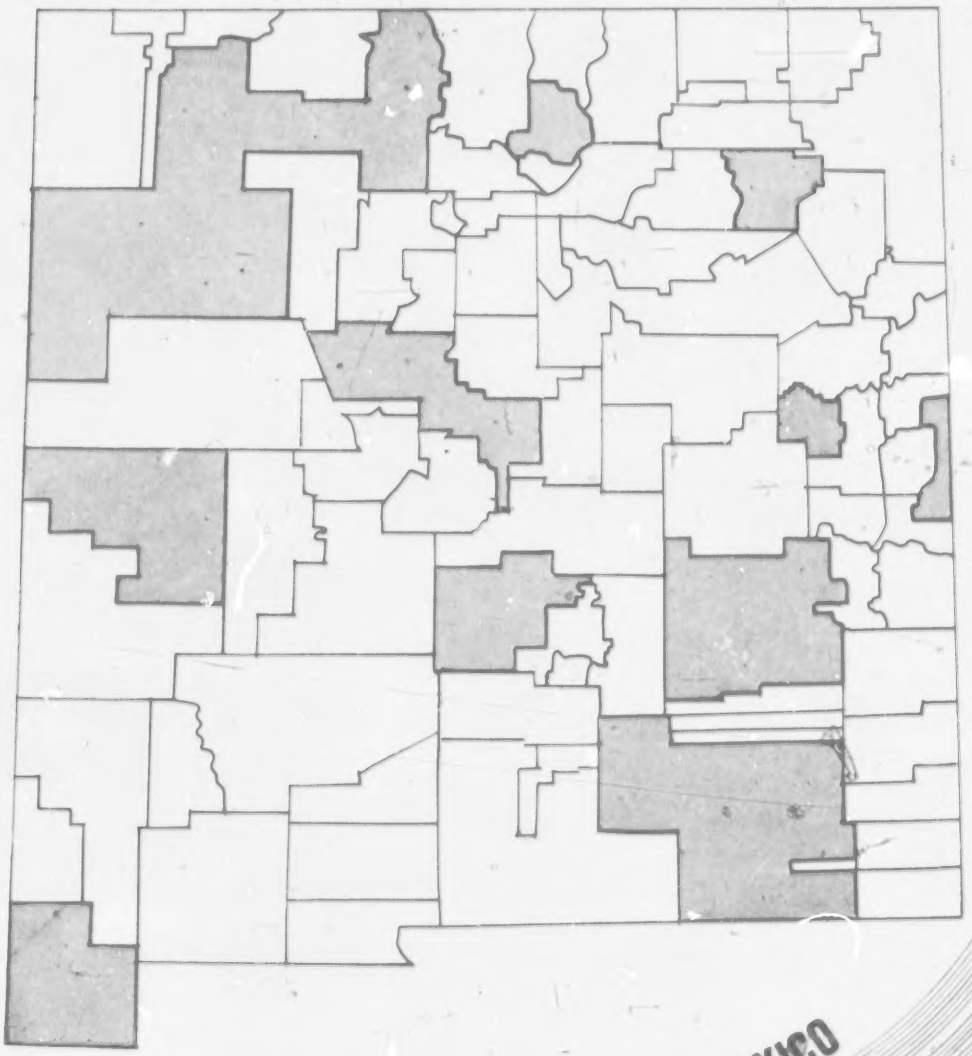
5 ENVIRONMENTAL ADAPTATION

- Reallocating Space
- Eliminating Architectural Barriers
- Designing Indoor-Outdoor Space Utilization

6 MONITORING AND EVALUATION

- Reporting
- Auditing
- Reconciling Discrepancies
- Follow-up System

WHERE THE CHILDREN CAME FROM



SCHOOL DISTRICT MAP OF NEW MEXICO

SUMMARY AND CONCLUSIONS

Based on projections from a representative random sample of public school children in New Mexico, 57,569 exceptional children require special education program placement and/or speech therapy. During the 1973-74 school year, approximately 9,500 children are receiving some form of special education. More than 48,000 children who need services are not now receiving them. State mandatory special education legislation dictates an urgent need to expand services to more than six times the current level in the next few years. If high quality is to be maintained during a period of rapid expansion, issues of program capability and management and support must be carefully examined. Three critical factors underpin the success of local public school program growth. They are as follows: the identification and diagnosis of children, the availability and competency of manpower and the system of accountability and quality control that is developed.

The special education process is essentially a process of managing learning by objectives: forecasting, identifying objectives, organizing strategies, selecting delivery mechanisms and evaluating outcomes. The process presumes appropriate diagnosis and prescription and highly skilled selection of activities, methods and materials, and lends itself well to check-pointing measures of success. However, ensuring and maintaining high quality during expansion of special education services in New Mexico demands immediate and intensive, concerted efforts in the areas of identification and diagnosis, teacher education and training, and the development of a system of monitoring and evaluation. A pooling of federal, state and local resources, both human and financial, is imperative.

Part II of a *State Plan for Special Education* addresses itself to the development of a regional network of Special Education Services Centers and to a realistic time frame for the rational and orderly phase in and maintenance of quality programs for all exceptional children who need them.

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APPENDICES

Appendix A

STANDARD SCREENING AND EVALUATION PROCEDURE NEW MEXICO EDUCATIONAL NEEDS ASSESSMENT 1973

Parental Consent: Each sample district would obtain parental consent for all children's participation, prior to evaluation. If consent was denied, an alternate would be selected using the next consecutive name on the ADM list that represented a different family. The manner in which consent was obtained (mailing, telephone contact, personal visitation, etc.) was left to the district's discretion, although personalization to the highest degree possible was advised. No child would be included without parental consent.

Parent Checklist: Each sample district would obtain information from participants' parents on a prepared checklist of items significant as indicators of various exceptionalities, prior to evaluation.

Teacher Inventory: Each sample district would obtain information from participants' teacher(s) on a prepared inventory of items significant as indicators of various exceptionalities, prior to evaluation.

School Record Summary: Each sample district would record on a prepared form, participants' previous intelligence, achievement and other test data, history of behavior, previous referrals, etc., prior to evaluation.

Health History and Child Observation: Each sample district's school nurse (or county nurse serving that district) would summarize on a prepared observation inventory the medical and health data prior to evaluation.

Vision Screening: Each sample district's school nurse (or assigned public health nurse) would vision screen participants, using the Snellen E Chart, and record results on a prepared form, prior to evaluation.

Hearing, Speech, and Language Screening: A team from outside each sample district would administer the following to all participants:

- Audiometric Testing with "pass" or "fail" results; all "fails" would be retested to establish hearing threshold and degree of severity of loss.
- Fifty word imitation Templin-Darley, with scores recorded and errors noted.
- Four sentence imitation (to assess voice quality, infonation, and fluency) with abnormalities noted.
- Four picture sequence stimulus story and repetition (to assess vocabulary, usage, morphological structure, and grammar) with results noted.

If, at this point, vision, hearing or speech and language deviations represented extreme problems, child might be scheduled for special individual diagnosis.

Psycho-educational Evaluation: A diagnostician from outside each sample district would administer the following to all participants:

- The full Wechsler Intelligence Scale for Children (ages 5-15) or the Wechsler Adult Intelligence Scale (ages 16+). The Binet, the Raven, the Leiter, the Draw-a-Person, etc., could be used for confirmation of questionable results, especially when cultural or linguistic differences were significant.
- The Reading and Arithmetic sections of the Wide Range Achievement Test.

Initial Review and Classification: At this point in the process, an initial review and classification would be conducted by the diagnostician. If a "clean" classification was possible, the process was completed.

Follow-Up Evaluation: If exceptionality was indicated but classification was "questionable," the following would be administered:

- Bender - Gestalt.
- Selected Subtests of the Illinois Test of Psycho-linguistic Ability (or full test).
- Other tests as indicated.

Final Review and Classification: At this point, a final review and classification would be conducted by the diagnostician.

Committee Review and Check-Off: At the end of the study, all data would be reviewed for completeness, accuracy and concurrence with the final classification by an evaluation committee established for this purpose.

In addition to the standard procedure outlined above, certain guidelines were established regarding the credibility and confidentiality of the information. Those guidelines were as follows:

- No diagnostician was to be assigned to his own school district.
- Bilingual, bicultural diagnosticians were to be assigned to fulfill individual child needs.
- All screening and evaluation would be performed by outside resources assigned by the Division.
- Information was regarded as highly confidential and even casual discussion between diagnosticians and school personnel were discouraged.

Feedback would be given districts only upon the Division's receipt of a written request for such from the district, including parent permission for feedback to be used by the district.

Appendix B

CATEGORICAL DEFINITIONS AND CLASSIFICATION CRITERIA NEW MEXICO EDUCATIONAL NEEDS ASSESSMENT 1973

Blind and Visually Impaired*

Definition: A *blind* child is a child with visual acuity of 20/200 or less in the better eye with the best possible correction, or a restriction in the field of vision to an angle subtending an arc of 20 degrees or less.

Criterion: Recorded visual acuity on Snellen E of less than 20/200 after correction.

Definition: A *partially seeing* or visually handicapped child is a child with visual acuity between 20/200 and 20/70 in the better eye with the best possible correction.

Criterion: Recorded visual acuity on Snellen E of 20/70 to 20/200 after correction.

Hearing Handicapped and Deaf:

Definition: Hearing loss is significant at three levels of severity. A mildly hearing impaired child is a child with a hearing loss from 20 to 40 decibels in the better ear. A hard of hearing or moderately hearing impaired child is a child with a hearing loss from 40 to 60 decibels in the better ear. A *deaf* or *severely hearing impaired* child is a child with a hearing loss of greater than 60 decibels in both ears.

Criteria: Mild — a loss of 20-39 decibels in the better ear in at least one of the following frequencies: 500, 1000, or 2000 Hz.

Moderate — a loss of 40-59 decibels in the better ear in at least one of the following frequencies: 500, 1000, 2000, or 6000 Hz.

Severe — a loss of 60 decibels or more in both ears in at least one of the following frequencies: 500, 1000, 2000, or 6000 Hz.

Speech Impaired

Definition: A speech impaired child is a child with any deviation in speech or language which is outside the range of acceptable variation in a given environment (in this usage, *language* refers to impaired language processes indicating a pathological deficit and is not to be confused with problems of bilingualism).

Criterion: A "yes" response from the speech pathologist which indicated a significant problem in articulation, fluency or voice quality, etc.

Physically Handicapped

Definition: A physically handicapped child is a child who is so handicapped in the use of his body through congenital or acquired defects, as to be unable to function with normal children of the same age or who has chronic illness which prevents his attendance in a regular class and requires special services.

*Note: Uncorrected vision handicaps were not included since there was no way of determining correctibility.

Criterion: A "yes" response from the examining nurse which indicated the presence of a crippling condition or a chronic illness.

Learning Disability

Definition: A learning disabled child is a child who exhibits one or more deficits in the essential learning process which may be characterized by various combinations of deficits in perception, conceptualization, language, memory and control and attention, and impulse or motor function. These deficits may be demonstrated verbally or non verbally. A discrepancy between expected and actual academic achievement is observable.

Criteria: A Full Scale Wechsler I.Q. of 76 or above.

Achievement in reading or arithmetic on the Wide Range Achievement Test which was 75 per cent or less of that expected on the basis of grade placement.

Significant deviation of one or more clusters of Wechsler subtests (six clusters of subtests were formed, and if the mean of one or more clusters was 2.0 or more points below the mean of all subtest scores, this criterion was met). If the native language was one other than English, the cluster(s) deficit must be in one or more clusters which did not reflect English language ability. The purpose of this criterion was to eliminate misclassification of children whose school difficulty stems primarily from an inadequate English language background.

Educable Mentally Handicapped

Definition: An educable mentally handicapped child is a child whose intellectual development, mental capacity, adaptive behavior and academic achievement is so markedly below his peer group in all essential learing processes that education in the public schools requires provision of special services.

Criteria: Normal or only mildly impaired hearing.

Full Scale Wechsler I.Q. of 50 to 75. Performance I.Q. below 85. No more than a 19 point difference between the Verbal I.Q. and the Performance I.Q. The purpose of the latter criterion was to eliminate incorrect classification of children whose inadequate English language background depressed overall I.Q. score.

Trainable Mentally Handicapped

Definition: A trainable mentally handicapped child is a child whose intellectual development, mental capacity, adaptive behavior and academic achievement is moderately to severely deficient, and who may be expected to benefit from training in a group setting designed to meet his special needs.

Criteria: Normal or only mildly impaired hearing.

Full Scale Wechsler I.Q. of less than 50.

Emotionally Handicapped

Definition: An emotionally handicapped child is a child with normal or above normal learning potential whose emotional condition is characterized by maladaptive behavior to the extent that he cannot learn at expected levels nor adjust to procedures for his peer group.

Criterion: This category was exempted from the classification procedures since the classification is not possible without observation and evaluation of the child's ability to adapt or adjust to a set of situations and contexts. The amount of time spent with each child, the instruments and techniques used and the types of behavior evaluated in the sample were not adequate to yield this information. The emotionally handicapped incidence reported in this report is estimated.

Multi-Handicapped

Definition: A multi-handicapped child is a child who has a combination of two or more handicaps which produce such serious learning, developmental and/or behavioral problems that successful progress in a program designed to accommodate a single major handicap is limited or prohibited.

Criterion: A "no score" on the specified tests involved in the evaluation procedure.

Gifted

Definition: A gifted child is a child with superior intellectual and emotional adjustment and creative ability.

Criterion: Full Scale Wechsler I.Q. of 130 or more.

Appendix C

RANGE OF SERVICE ALTERNATIVES FOR PUBLIC SCHOOL SPECIAL EDUCATION

Level of Special Learning Needs of Exceptional Child	Criteria	Most Probable Categories of Children	Recommended Program Provision & Description	What Happens to Child
A. Minimal - Child's special learning needs are such that he does not require a basic modification of the regular curriculum but can remain full time in the regular classroom with support and back-up.	Child is achieving at 50 to 75 per cent of the expected level of performance and shows evidence of keeping up with the regular program with support. Child's behavior allows functioning in the regular classroom.	Gifted, Emotionally Handicapped, Learning Disabled, Educable Mentally Handicapped, Speech Handicapped, Blind and Visually Impaired, Deaf and Hearing Impaired, Physically Handicapped	Resource Teacher - Suggested ratio 1/30-35. Special teacher serves a number of teachers with exceptional students and travels from class to class/school to school assisting teachers and children on a part-time basis.	Child is given special help in the regular classroom and is taught primarily by regular classroom teacher who is assisted by the resource teacher.
B. Mild - Child's special learning needs are such that he does not require a basic modification of the regular curriculum but does need additional intensive, remedial assistance outside the classroom.	Same as A.	Same as A.	Resource Room - Suggested ratio 1/18-24. Special teacher is permanently based and works with children on a regular part-time basis.	Child is given special help in the resource room by the resource room teacher who coordinates with the regular classroom teacher. Child is taught primarily by the regular classroom teacher.
C. Moderate - Child's special learning needs are such that content, methods and/or pacing in the regular classroom are inappropriate and must be modified.	Child is achieving at 50 per cent or less of the expected level of performance and shows little likelihood of catching up. Child's behavior allows functioning in medium sized group setting.	Learning Disabled, Educable Mentally Handicapped	Special Education Class - Suggested ratio 1/10-15. Special teacher works with a group (class) of children on a part to full-time basis and integrates children into regular program to greatest extent possible.	Child is taught by special teacher in special classroom and by the regular classroom teacher for integration activities.
D. Severe - Child's special learning needs are such that the regular classroom program is totally inappropriate and unresponsive. An individualized total program is required.	Child is achieving at less than 25 per cent of the expected level of performance or is currently not capable of functioning at all in the regular class. Child's behavior requires minimum class size and a high degree of supervision and individual attention.	Emotionally Handicapped, Deaf, Blind, Trainable Mentally Handicapped, Multi-Handicapped	Special Education Class - Suggested ratio 1/4-8. Special teacher works with small group of children on a highly structured, full-time basis and integrates children into regular program if possible.	Child is taught by special teacher in special classroom.

This study would not have been possible without the excellent cooperation and support on the part of administrative, clerical and nursing personnel in the sixteen New Mexico public school districts from which the sample population was selected (Albuquerque, Animas, Artesia, Bloomfield, Carlsbad, Carrizozo, Chama, Estancia, Gallup, House, Jemez Mountain, Quemado, Roswell, Roy, Taos, and Texico).

The Special Education staff of the State Department of education are sincerely grateful for the generous contribution of diagnostic manpower from eleven school districts (Albuquerque, Artesia, Carlsbad, Clovis, Gallup, Hagerman, Las Cruces, Los Alamos, Roswell, and Ruidoso), the Bureau of Indian Affairs, the Navajo Tribe, the Department of Hospitals and Institutions and the Southwest Regional Resource Center, along with the fine consortium of speech, hearing and language screening personnel donated by the University of New Mexico, Department of Communicative Disorders; New Mexico State University, Speech and Hearing Department; Eastern New Mexico University, Speech and Hearing Department; the New Mexico School for the Deaf; and the New Mexico Health and Social Services Department, Crippled Children's Services. The enthusiasm and unflagging efforts of the diagnosticians involved undoubtedly account for the success of the venture and for the efficacy of the results, of such critical importance in planning the expansion of special education services.

Finally, the technical assistance from the staff of the Southwest Regional Resource Center proved invaluable in the design and implementation of the study and in the preparation of this report. Our thanks go to former Southwest Regional Resource Center staff Thomas Chastain, Joseph Jenkins, Michael Boravicka and Charles Miller, who left an impact on the future of special education in New Mexico through their participation in this study.

APPENDIX B

ADMINISTRATIVE MANUAL
for
TEACHER RATING SCALE (Experimental Edition)

For the Survey of Children with Exceptional Educational Needs
Grades 7-12

INTRODUCTION

Rule 11, Arizona State Board of Education states, "The governing board of a school district or county superintendent shall . . .

> Accomplish a district wide survey prior to September 1, 1976, to identify all handicapped children enrolled, in each category defined in ARS 15-1011, except emotionally handicapped."

The Teacher Rating Scale was designed as an informal screening device which may be used with other approaches such as teacher observation, school performance, standardized test scores or medical examinations to assist individual school districts in the identification of students with possible learning problems.

The major objective of the Scale is to identify students with problems in the categories of vision, hearing, speech, academics, etc., among the total school population. It is based on the assumption that conduct or performances observed by the teacher of a given pupil reflects the extent to which that pupil possesses a trait important to success in school. The traits selected from a factor analysis of mental, emotional and physical skills relate to achievement and normal progress in a "typical" secondary school.

This instrument should not be used to determine a student's eligibility for placement in Special Education programs, but rather as an early step in a careful, comprehensive identification process.

GENERAL INSTRUCTIONS FOR ADMINISTRATION

Complete a Teacher Rating Scale for each student in your class selected for this study. Consider carefully, General Introductory Items, A through E. If none of these is checked "yes" do not complete items 1 through 33. If any item, A through E is checked "yes" complete all items. Rate each child on his performance and/or conduct listed in each item. The numerical rating selected must reflect a comparison of the subject with pupils from his cultural or ethnic group. For example, a Mexican American must be compared for rating purposes with other Mexican American pupils.

Check the numerical rating 1, 2, 3, 4 or 5 for each item in the box following the item. Follow the criteria listed at the top of the Rating Scale to obtain the numerical rating. Example: On Item #1 the subject may be exhibiting occasional performance which indicates basic deficiencies in the subject matter of your class. Check the box #3 at the end of Item #1. Follow this procedure for all items. Do not omit any item.

TEACHER RATING SCALE (Experimental Edition)
For The Survey of Children With Exceptional Education Needs
Grades 7 through 12

Name _____ Age _____ Subject _____

Teacher _____ School _____ District _____

GENERAL INTRODUCTORY ITEMS

	YES	NO
A. The student is achieving in academic work consistently below his classmates.		
B. The student's social and emotional behavior impairs his academic progress or that of his classmates.		
C. The student's intellectual skills are presently inadequate for normal academic progress.		
D. A visual, speech, hearing or other physical condition exists which impairs normal academic progress.		
E. The student demonstrates exceptional needs not being met in the regular school program.		

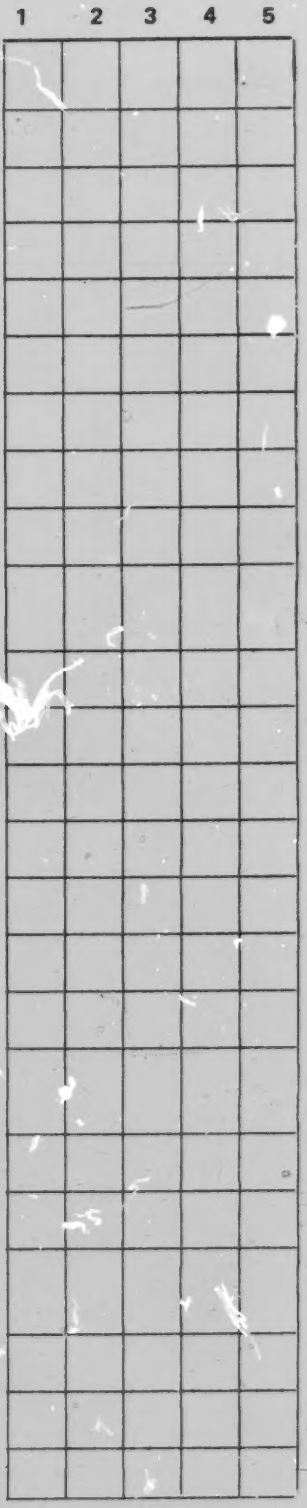
If any item A through E is checked "yes". complete the succeeding items.

Please rate each item on a scale of 1 to 5 utilizing the following criteria:

1. The student does not exhibit this performance or conduct.
2. The student seldom exhibits this performance or conduct.
3. The student occasionally exhibits this performance or conduct.
4. The student frequently exhibits this performance or conduct.
5. The student consistently exhibits this performance or conduct.

	1	2	3	4	5
1. Has basic skill deficiences in the subject matter of this class.					
2. Appears to have poor visual acuity or other visual problem.					
3. Exhibits aggressive behavior.					
4. Is slow to learn.					
5. Cannot remember instructions.					
6. Exhibits impulsive behavior.					
7. Has basic skill deficiences in reading.					
8. Appears to have poor auditory acuity or other auditory problem.					
9. Cannot retain academic concepts once acquired.					

10. Exhibits withdrawn behavior.
11. Cannot follow academic directions.
12. Cannot relate concepts of time, number or space.
13. Exhibits hyperactivity and/or short attention span.
14. Assignments are incomplete and poorly written.
15. Does not use common sense.
16. Uses immature or inappropriate vocabulary.
17. Shows disregard for authority.
18. Disorganized in manner of working.
19. Performs inconsistently depending upon whether instructions were given orally or in writing.
20. Is destructive of property.
21. Cannot express himself verbally.
22. Speech differs noticeably from that of classmates.
23. Has poor peer relationships.
24. Cannot work independently.
25. Has poor motor coordination.
26. Cannot express himself in writing.
27. Has physical handicap which impedes educational progress in the regular classroom.
28. Has low self-concept.
29. Has difficulty with English language.
30. Has a health problem which impedes educational progress.
31. Has inadequate knowledge of common facts.
32. Has negative attitude towards school.
33. Is easily distracted.



TEACHER RATING SCALE (Experimental Edition)

For the Survey of Children with Exceptional Educational Needs
Grades 7-12

To the Teacher completing this Scale:

It is our intent to prepare a screening instrument for use in Arizona High Schools and/or Junior High Schools. We want validity, reliability, and brevity. We also want your help.

After you have completed the rating form for the sample of your students we have selected, would you please give us your comments regarding the scale? Thank you very much.

Favorable aspects of the Scale: _____

_____

_____

_____

Unfavorable aspects of the Scale: _____

_____

_____

_____

Suggestions for changes in present items or new items: _____

_____

_____

_____

_____ _____

Name School
(Sign if you wish)

TEACHER RATING SCALE (Experimental Edition)

For The Survey of Children With Exceptional Educational Needs

Grades 7-12

STUDENT DATA SHEET

Name _____ Age _____ Date of Birth _____

District _____ School _____ Grade _____

Assignment (Placement Recommended) _____

Test Scores:

Achievement Test Administered: _____ Date: _____

Subtest Scores:

Math	_____	%ile or Grade Equiv.
English	_____	%ile or Grade Equiv.
Reading	_____	%ile or Grade Equiv.
Soc. Sci.	_____	%ile or Grade Equiv.
Science	_____	%ile or Grade Equiv.
Other	_____	%ile or Grade Equiv.
Total Battery	_____	%ile or Grade Equiv.

Intelligence Test Administered: _____ Date: _____

Subtest Scores:

Verbal:

Infor.	_____	Scaled Score
Sim.	_____	Scaled Score
Arith.	_____	Scaled Score
Vocab.	_____	Scaled Score
Compreh.	_____	Scaled Score
Digit Span	_____	Scaled Score
Verbal I.Q.	_____	

Performance:

Pic. Comp.	_____	Scaled Score
Pic. Arr.	_____	Scaled Score
Blk. Des.	_____	Scaled Score
Obj. Ass.	_____	Scaled Score
Coding	_____	Scaled Score
Mazes	_____	Scaled Score
Performance IQ	_____	
Full Scale I.Q.	_____	

Other Test Scores _____

Comments: _____

_____

_____

_____

APPENDIX C

DIRECTORY OF SERVICES TO HANDICAPPED CHILDREN IN NEW MEXICO JUNE 1974

DIRECTORY OF SERVICES TO HANDICAPPED CHILDREN IN NEW MEXICO

JUNE 1974

Southwest Regional Resource Center
New Mexico State University
Las Cruces, New Mexico

The survey described in this report was developed pursuant to a grant, No. OEC-0-9-412905-4521 (608), from the Bureau of Education for the Handicapped, United States Office of Education, Department of Health, Education, and Welfare. Reports of the SWRRC do not necessarily reflect the opinions or policies of the United States Office of Education and no official endorsement by the United States Office of Education should be inferred.

Directory of Services
To Handicapped Children
In New Mexico
June 1974

Edited by

Rudy H. Lujan
Southwest Regional Resource Center
New Mexico State University

PREFACE

Those dealing with handicapped children, whether as parents, educators, medical or social service personnel, are often in need of a handy reference source to find the help needed.

The Southwest Regional Resource Center has received many such inquiries for assistance and so has made this effort to supply as much information as possible.

We hope this service will be of help to you and to the children you serve.

Rudy H. Lujan

ACKNOWLEDGEMENTS

Many persons have been most helpful in the compilation of this directory. I would like to give special thanks to Gwen Couch, Barbara Walters, Patty McCallister, Shirley Plaatje, Lorraine Gutierrez, Paula Parks, and Dr. Richard Petre, for their support and assistance.

Rudy H. Lujan, Editor

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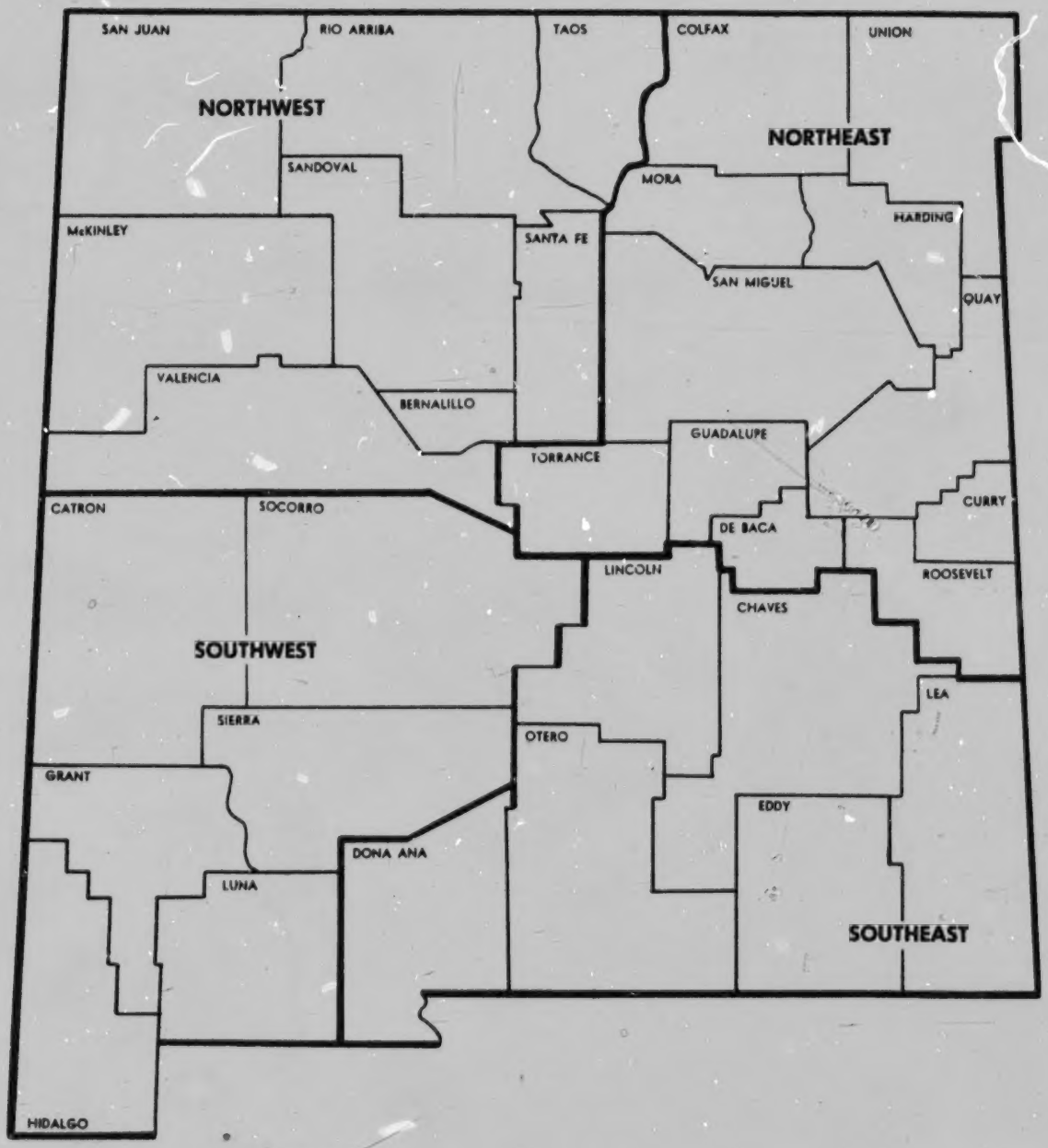
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HARDING
McKINLEY
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BERNALILLO
GUADALUPE
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CATRON
SOCORRO
CURRY
DE BACA
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NAME: **Alamo Health Clinic**

ADDRESS: Alamo Route
Magdalena, New Mexico 87825

COUNTY: Socorro

DIRECTOR: Dr. William L. Power

842-5555 unit 1189

SERVICES: Primarily offers general medical services to an ambulatory patient population. Also, provides direct educational and mental and physical health services. Serves as a referral agency for employment, recreation, rehabilitation, vocational training, and social services.

ELIGIBILITY: Does not provide services directly to the handicapped but rather refers them to an appropriate resource.

TYPE OF PROGRAM: Out-patient medical clinic.

STAFF: Staffed by Public Health Service and Bureau of Indian Affairs personnel.

REFERRAL: Any

RESTRICTIONS: Patients with a census number from Alamo Reservation are eligible, unless they are willing to pay whatever fee the consulting agency requires.

FEE: None required of patients from Alamo Reservation.

NOTES:

NAME: **Albuquerque Association for the Blind**

ADDRESS: 500 Kentucky, SE
Albuquerque, New Mexico 87108 COUNTY: Bernalillo

PRESIDENT: Mrs. Leonard Hartman 255-4525
(Betty Mae)

SERVICES: Does not provide any direct services but rather serves as a referral agency in the fields of medical, educational, social, rehabilitation, recreation, and vocational training services. These services are provided to children of ages 0 to 21.

ELIGIBILITY: Visually handicapped.

TYPE OF PROGRAM: Referral

STAFF: No paid staff.

REFERRAL: Any individuals, hospitals, and occasionally from organizations trying to locate services for an individual.

RESTRICTIONS: None

FEE: None

NOTES:

NAME: **Albuquerque Association for Children with Learning Disabilities**

ADDRESS: 525 San Pedro, N.E.
Albuquerque, New Mexico 87109 COUNTY: Bernalillo

DIRECTOR: Ms. Judy Zanotti 255-2271

SERVICES: Direct services are provided to children of ages 0 to 21 in the fields of education and recreation. Referral services provided are medical, educational, rehabilitation, recreation, vocational training, and health services.

ELIGIBILITY: Learning Disabled.

TYPE OF PROGRAM: Information, education, and referral center.

STAFF: Executive Director and Secretary.

REFERRAL: Teachers, medical people, parents, and school administrators.

RESTRICTIONS: None

FEE: None

NOTES:

NAME: **Albuquerque Association for Retarded Citizens**

ADDRESS: 3207 Matthew, N.E.
Albuquerque, New Mexico 87107

COUNTY: Bernalillo

DIRECTOR: Harry W. Gramann 344-3404

CONTACT PERSON: Cherrie Hymes 344-3404

SERVICES: Direct service A.A.R.C. provides is residential training group homes for mentally retarded males and females over 18 years of age. Referrals only in medical, educational, mental and physical health, day care, social, rehabilitation, recreation, vocational training such as sheltered workshops, work study, and on job training, and employment are also available.

ELIGIBILITY: Information and referral services to all age groups and levels of retardation.

STAFF: Full time teachers and a social worker.

TYPE OF PROGRAM: Residential and referral.

REFERRAL: Mental Health Center, New Mexico Health and Social Services Department, Los Lunas Hospital and Training School, Rehabilitation Center, Inc., and Albuquerque Public Schools.

RESTRICTIONS: None.

FEE: $88.00 per month for residential program.

NOTES:

NAME: **Albuquerque Boys' Clubs**

ADDRESS: Heights Club
3333 Truman NE
Albuquerque, New Mexico 87110

COUNTY: Bernalillo

EXECUTIVE DIRECTOR: Robert Gibbs 345-3454

SERVICES: Not set up to provide service to the handicapped but they are not rejected. Many times they are referred to other resources for further needs. Services are provided for boys of ages 6 to 18 in the fields of education, social, recreation, employment and informal guidance. Also, if needed some boys are referred for medical, mental and physical health, rehabilitation, and work study programs under vocational training services.

ELIGIBILITY: Any boy is accepted.

TYPE OF PROGRAM: Social recreational.

STAFF: Officers, executive director and his assistant, and many directors.

REFERRAL: Word of mouth.

RESTRICTIONS: Must be a resident of the county of Bernalillo and must be between six and eighteen years of age.

FEE: $1.00 to $2.00 per year.

NOTES:

NAME: **Albuquerque Boys' Clubs**

ADDRESS: Old Town Club
501 Main Street NW
Albuquerque, New Mexico 87104

COUNTY: Bernalillo

DIRECTOR: Henry Tafoya

247-1553

SERVICES: Not set up to provide service to the handicapped but they are not rejected. Many times they are referred to other resources for further needs. Services are provided for boys of ages 6 to 18 in the fields of education, social, recreation, employment, and informal guidance. Also, if needed some boys are referred for medical, mental and physical health, rehabilitation, and work study programs under vocational training services.

ELIGIBILITY: Any boy is accepted.

TYPE OF PROGRAM: Social recreational.

STAFF: Officers, executive director and his assistant, and many directors.

REFERRAL: Word of mouth.

RESTRICTIONS: Must be a resident of the county of Bernalillo and must be between six and eighteen years of age.

FEE: $1.00 to $2.00 per year.

NOTES:

NAME: Albuquerque Christian Children's Home

ADDRESS: Rt. 3, Box 3020A
Albuquerque, New Mexico 87105

COUNTY: Bernalillo

DIRECTOR: Corky Kindsvater

898-5520

SERVICES: Provide a home environment situation for children of ages seven to twenty-one.

ELIGIBILITY: All children are accepted but they are only facilitated to serve emotionally disturbed and the learning disabled. If other handicaps are encountered, they are referred to an appropriate resource.

TYPE OF PROGRAM: Permanent type home for children who have little chance of reconciling with their parents. Residential.

STAFF: Houseparents.

REFERRAL: New Mexico Health and Social Services Department

RESTRICTIONS: Only children who will respond to a group home atmosphere are accepted.

FEE: None

NOTES:

NAME: **Albuquerque Hearing and Speech Center**

ADDRESS: 1011 Buena Vista Dr., SE
Albuquerque, New Mexico 87106 COUNTY: Bernalillo

EXECUTIVE DIRECTOR: Mrs. Maryan L. Holpp 247-4224

SERVICES: Direct educational and rehabilitational services are provided with referrals in medical, health, social, recreation, vocational training such as, sheltered workshops, work study, and on job training, and employment also being made available.

ELIGIBILITY: For speech therapy, the mild to profound mentally retarded, multiple handicapped, learning disabled, aurally handicapped, and speech handicapped for individuals of any age group.

STAFF: Full time teacher, audiologists, and speech/hearing therapists.

TYPE OF PROGRAM: Out patient.

REFERRAL: Pediatricians, parents, nurses, teachers, and self referrals.

RESTRICTIONS: None.

FEE: $6.00 per visit for a 30 minute therapy session with a sliding scale range adjustable to income.

NOTES:

NAME: **Albuquerque Special Preschool**

ADDRESS: 3501 Campus Blvd., NE
Albuquerque, New Mexico 87106 COUNTY: Bernalillo

COORDINATOR: Ruth Miksovic 266-8811

SERVICES: Provide services in education and speech therapy to children of preschool age 0 to 6 years of age. Also, referral services are provided in medical, health, and social services.

ELIGIBILITY: Mild and moderate mentally retarded, multiple handicapped, learning disabled, and neurologically impaired.

TYPE OF PROGRAM: School – two (2) hours per day.

STAFF: One (1) full-time teacher, three (3) part-time teachers and a part-time speech/hearing therapist.

REFERRAL: Lovelace Clinic, Programs for Children (Bernalillo Mental Health Mental Retardation Center), and Physicians.

RESTRICTIONS: Must be between two to six years of age (Pilot project – infant stimulation – below two years). Must be a city resident of Albuquerque or in the county of Bernalillo if the individual can furnish his own transportation.

FEE: $35.00 per month unless the income is below $10,400 than the range is adjustable to the income. Welfare rates provide $26.25 toward tuition. Crippled Children Services also receive the above day care money toward tuition.

NOTES:

NAME: **American Cancer Society, Dona Ana Unit**

ADDRESS: 1605 Altura
Las Cruces, New Mexico 88001 COUNTY: Dona Ana

CHAIRMAN: Mrs. Cynthia Cone 526-5713

CONTACT PERSON: Herman H. Parton 622-0339
Box 1756, Roswell, N.M. 88210

SERVICES: Educational services are provided for individuals afflicted with this disease. Loan of hospital equipment, transportation, pain killing drug, and colostomy supplies are provided. Referral services are provided in medical and health services to individuals of all ages.

ELIGIBILITY: Physically handicapped and/or cancer patients and their families.

TYPE OF PROGRAM: Referral and assistance.

STAFF: Part-time counselor plus support staff.

REFERRAL: Physicians, ministers, and families.

RESTRICTIONS: No service is provided prior to application/approval of the physician. Education services are available without restriction.

FEE: None

NOTES:

NAME: **American Red Cross, Dona Ana Chapter**

ADDRESS: 324 West Las Cruces Avenue
Las Cruces, New Mexico 88001

COUNTY: Dona Ana

EXECUTIVE DIRECTOR: Col. Russell Low 526-2631

CONTACT PERSON: Beulah Gemoets, Chairman of Volunteers

SERVICES: Volunteers visit children on the school home-bound program and this is mostly a recreational program with a few exceptions where a volunteer has help with the school work or a special subject such as music or typing. These services are not for preschool children.

ELIGIBILITY: Students on the Home-bound Program.

TYPE OF PROGRAM: Volunteers.

STAFF: All volunteers, non-professionals.

REFERRAL: School nurse.

RESTRICTIONS: None

FEE: None

NOTES:

NAME: **American Red Cross, Eddy County Chapter**

ADDRESS: 208 West McKay
Carlsbad, New Mexico 88220

COUNTY: Eddy

DIRECTOR: Mr. Ed Lyon

885-5707

EXECUTIVE SECRETARY: Mrs. Helen Peters

DIRECTOR OF HANDICAPPED SWIM PROGRAM: Mrs. Carolyn Olson

SERVICES:	Provide referral services to children of all ages in the field of physical health.
ELIGIBILITY:	Mild or moderately mentally handicapped, physically handicapped, and learning disabled.
TYPE OF PROGRAM:	Referral.
STAFF:	Volunteer aides.
REFERRAL:	Cerebral Palsy Center, Special Education Children Craft School, Busy Bee (mentally retarded older children)
RESTRICTIONS:	City residence.
FEE:	None.
NOTES:	

NAME: **Baptist Student Center**

ADDRESS: 1102 National Avenue
Las Vegas, New Mexico 87701

COUNTY: San Miguel

DIRECTOR: Tyson Van Dyke

425-7326

SERVICES: Direct services are provided for children 0-21 in the field of recreation. Referral services are offered in the areas of education, health, medical, rehabilitation, and vocational training.

ELIGIBILITY: The handicaps provided for are moderate mentally retarded, multiple handicapped, emotionally disturbed, learning disabled, visually handicapped, and speech handicapped.

TYPE OF PROGRAM: Referral

STAFF: Part-time teacher and part-time counselor and volunteers.

REFERRAL: Any

RESTRICTIONS: None

FEE: None

NOTES:

NAME: **Bataan Medical Center - Lovelace Clinic**

ADDRESS: 5200 Gibson Blvd., SE
Albuquerque, New Mexico 87108 COUNTY: Bernalillo

EXECUTIVE DIRECTOR: Dr. D.E. Kilgore, Jr. 842-7073

CONTACT PERSON: Dr. H.F. Coffey, M.D. 842-7108

SERVICES: Referrals in rehabilitation are provided through this agency.

ELIGIBILITY: Physically handicapped of any age group.

STAFF: Five (5) full time physical therapist with a part time physician.

TYPE OF PROGRAM: Residential and out patient.

REFERRAL: Lovelace Clinic physicians.

RESTRICTIONS: None.

FEE: Fee charged for the services received.

NOTES:

NAME: **Belen Public Schools**

ADDRESS: Special Services
221 South 4th
Belen, New Mexico 87002

COUNTY: Valencia

DIRECTOR: Mr. George Chavez

864-4466

SERVICES: Direct educational and health services are provided with referrals in medical services.

ELIGIBILITY: Mild to profound mentally retarded, for individuals between 7 and 21 years of age and the learning disabled between 7 and 12 years of age.

STAFF: Full time teachers, and a counselor.

TYPE OF PROGRAM: Public school

REFERRAL: Any

RESTRICTIONS: None

FEE: None

NOTES:

NAME: **Bernalillo County Juvenile Detention Home**

ADDRESS: 5100 Second Street NW
Albuquerque, New Mexico 87107

COUNTY: Bernalillo

SUPERINTENDENT: Nestor J. Baca 766-4080

CONTACT PERSON: Mike Hartman 766-4080

SERVICES: Direct services are provided for children of ages 7-21 in the areas of education, rehabilitation, and recreation. Referral services are provided in the areas of medical, educational, health, rehabilitation, recreation, and vocational training.

ELIGIBILITY: Those children who are mild mentally retarded, emotionally disturbed, learning disabled, and are between 7 to 21 years of age.

TYPE OF PROGRAM: Residential and referral.

STAFF: Teacher and counselors and part-time psychologist and psychiatrist.

REFERRAL: All law enforcement agencies, courts, probation parole, FBI, tribal courts, U.S. Marshals, etc.

RESTRICTIONS: Ages between 8 to 18 and for those individuals who have committed an offense which was in violation of the New Mexico Juvenile Code.

FEE: None

NOTES:

NAME: **Bernalillo County Medical Center**

ADDRESS: 2211 Lomas Blvd., NE
Albuquerque, New Mexico 87106 COUNTY: Bernalillo

ADMINISTRATOR: Fred E. Mondragon 265-4411

SERVICES: Direct services are provided for children of ages 0 to 21 years of age in medical, educational, physical health, and social services.

ELIGIBILITY: All mentally retarded, multiple handicapped, emotionally disturbed, physically handicapped, learning disabled, neurologically impaired, and speech impaired for children of ages between 0 and 21 years.

TYPE OF PROGRAM: Out-patient and referral

STAFF: Psychologist, speech/hearing therapist, audiologist physical therapist, counselor, social worker, physican, prosthetist, nurse, psychiatrist, pediatrician, and urologist.

REFERRAL: Private physicians throughout the state, Carrie Tingley Hospital, Health and Social Services Department, Crippled Children Services, and Public Health Department.

RESTRICTIONS: None

FEE: $7.00 per visit with welfare rates

NOTES:

NAME: **Bernalillo County Mental Health/Mental Retardation Center**

ADDRESS: 2600 Marble, NE
Albuquerque, New Mexico 87106 COUNTY: Bernalillo

DIRECTOR: Joseph P. Cardillo, Ph.D. 265-1251

CONTACT PERSON: Julia Barker, Intake Supervisor 265-1251

SERVICES: Direct services are available to children up to approximately 15 years of age in medical (limited), educational, mental and physical health, and social services. Referral services provided in rehabilitation, recreation, vocational training, and employment. Evaluation and treatment of children and their families around developmental problems.

ELIGIBILITY: All handicaps are provided for but only up to approximately 15 years of age.

TYPE OF PROGRAM: Out Patient

STAFF: Teacher, psychologist, speech/hearing therapist, counselor, social worker, nurse, psychiatrist plus other full-time assistance. Also part-time occupational therapist, and physician are available.

REFERRAL: Health and Social Services Department, Crippled Children Services, schools, physicians, parents, word of mouth, etc.

RESTRICTIONS: Services are provided only to those up to approximately 15 years of age.

FEE: Adjustable to income within a range of 0-$30.00 per hour.

NOTES:

NAME: **Blue Haven Youth Camp**

ADDRESS: Box 304 Mineral Hill Route
Las Vegas, New Mexico 87701

COUNTY: San Miguel

DIRECTOR: Bill D. Hoffman

425-6030
or 684-5388 Midland, TX

SERVICES: Direct services are provided to those individuals between grades 5 to 12 in the area of recreation, educational, mental and physical health, and social adjustment.

ELIGIBILITY: Only those who are emotionally disturbed and are between grades 5 to 12.

TYPE OF PROGRAM: Church camp.

REFERRAL: High Plains Children's Home, Christian Children's Home of New Mexico, Lubbock Christian Children's Home.

RESTRICTIONS: Only serve those between grades 5 to 12; discount given to homes on tuition.

FEE: $32.50 per week

NOTES:

NAME: **Boy Scouts of America–Kit Carson Council**

ADDRESS: 110 Richmond, SE
Albuquerque, New Mexico 87106

COUNTY: Bernalillo
serves northern 2/3 of state.

SCOUT EXECUTIVE: James H. Sullivan 255-7501

SERVICES: Direct educational, recreational, and vocational training services are provided.

ELIGIBILITY: All handicaps are served for individuals between 7 and 21 years of age.

STAFF: Part time counselor

TYPE OF PROGRAM: Residential

REFERRAL: New Mexico School for the Deaf, Los Lunas Training Hospital, Buena Vista Center, St. Joseph's Manor, Disabled American Veterans, New Mexico Boys' School (Eagle Nest and Springer), and Kirtland Air Force Base Hospital.

RESTRICTIONS: None

FEE: $1.00 yearly.

NOTES:

NAME: **Buena Vista Center**

ADDRESS: 901 Buena Vista Dr., SE
Albuquerque, New Mexico 87106 COUNTY: Bernalillo

DIRECTOR: Edward Marinsek 842-3721

CONTACT PERSON: Pearl E. Thompson 842-3774

SERVICES: Direct educational services are provided for children who are 7 to 21 years of age.

ELIGIBILITY: Serves only children between 7 and 21 years of age who are profoundly mentally retarded.

TYPE OF PROGRAM: Albuquerque Public Schools

STAFF: Teachers, speech/hearing therapist, nurse, and other full-time personnel.

REFERRAL: Special education area coordinators, public and private schools, physicians, and other social agencies.

RESTRICTIONS: Only those between the ages of 7 to 21 years and city and county residents.

FEE: None

NOTES:

NAME: **Calvert Academy Dyslexia Clinic**

ADDRESS: 7101 Prospect Place, NE
Albuquerque, New Mexico 87110

COUNTY: Bernalillo

DIRECTOR: James J. Calvert 298-6781

CONTACT PERSON: Ms. Robin Klein 298-6781

SERVICES: Direct services are provided for children 0 to 12 in the medical and educational field. Other services for dyslexies and under achievers. Referral services in these fields are also provided.

ELIGIBILITY: Children who are mild mentally retarded from 0 to 12 years of age and those who are 0-21 are eligible if they are learning disabled, neurologically impaired, or speech handicapped.

STAFF: Full time teacher, psychologist, speech/hearing therapist and counselor. A part time physician and psychiatrist are also available.

TYPE OF PROGRAM: Residential, Day Care, and Out patient.

REFERRAL: Through parents of the children, school counselor, medical doctors, and telephone directory.

RESTRICTIONS: None

FEE: $300.00 per month, adjustable to income.

NOTES:

NAME: **Carlsbad Association for Retarded Children**

ADDRESS: 913 East Riverside Drive
Carlsbad, New Mexico 88220

COUNTY: Eddy

DIRECTOR: Stella Culp

885-8197

SERVICES: Direct services are provided in social, recreation, sheltered workshops, and arts and crafts.

ELIGIBILITY: Mild to moderate ambulatory mentally retarded, multiple handicapped, emotionally disturbed, physically handicapped, learning disabled, visually handicapped, and speech handicapped for individuals of any age group.

STAFF: Full time director, counselor, and aide.

TYPE OF PROGRAM: Workshop for retarded.

REFERRAL: Any

RESTRICTIONS: None

FEE: None.

NOTES:

NAME: **Carlsbad Cerebral Palsy Center**

ADDRESS: P.O. Box 1537
Carlsbad, New Mexico 88220

COUNTY: Eddy

DIRECTOR: Miriam Stoltzfus 885-6741

CONTACT PERSON: Pete Patton 885-2117

SERVICES: Direct service is provided in educational and rehabilitation such as physical therapy. Referrals are available in medical services.

ELIGIBILITY: Mildly mentally retarded children between 0 and 12 years. Moderate to profound mentally retarded, multiple handicapped, physically handicapped, speech handicapped for any individual of any age. Also the aurally handicapped of ages 0 to 6 and 13 to 21 years and the visually handicapped between 7 and 12 years.

STAFF: A full time teacher with part time speech/hearing therapist physical therapist, counselor, and nurse.

TYPE OF PROGRAM: Educational day care.

REFERRAL: Physicians, County Health Office, County Welfare Office, and public school nurses.

RESTRICTIONS: Physical or mental impairments so as not to function in other school programs.

FEE: None

NOTES:

NAME: **Carlsbad Municipal Schools–Special Education Children Craft School**

ADDRESS: 406 West Lea Street
Carlsbad, New Mexico 88220

COUNTY: Eddy

DIRECTOR: Tom Hansen 887-2821

CONTACT PERSON: Walter Carlson 885-2522

SERVICES: Direct services are provided in educational, recreation, and vocational training such as work study. Referrals in medical mental health, social, and employment are also available.

ELIGIBILITY: Mild to moderate mentally retarded, multiple handicapped, emotionally disturbed, and physically handicapped for individuals of any age. Also the speech handicapped between 0 and 12 years.

STAFF: Full time teachers with part time speech/hearing therapist, counselor and nurse.

TYPE OF PROGRAM: Day care.

REFERRAL: Any

RESTRICTIONS: Must be school age.

FEE: None

NOTES:

NAME: **Casa Angelica**

ADDRESS: 5629 Isleta Blvd., SW
Albuquerque, New Mexico 87105 COUNTY: Bernalillo

ADMINISTRATOR: Sr. Stella Negri 877-5763

SERVICES: Active medical care for the profoundly retarded of all ages 0 to 21.

ELIGIBILITY: Profoundly Mentally Retarded.

STAFF: Full time nurse.

TYPE OF PROGRAM: Residential active medical care.

REFERRAL: Any

RESTRICTIONS: Age nursing home for children.

FEE: $350.00 per month with the range adjustable to income.

NOTES:

NAME: **Central Consolidated School District No. 22**

ADDRESS: Box 148
Kirtland, New Mexico 87417 COUNTY: San Juan

DIRECTOR: Mr. R.E. Karlin, Superintendent of Schools 598-5834

CONTACT PERSON: Mr. John Bryant, TMH Teacher 368-4687

SERVICES: Direct services are available in medical, educational, on the job training, and mental and physical health. and social service.

ELIGIBILITY: Mild to moderate mentally retarded for individuals of any age. .

STAFF: Three (3) full time teachers, a speech/hearing therapist. a social worker, a physician, and a nurse. Also part time psychologist, audiologist, counselor, and psychiatrist.

TYPE OF PROGRAM: Three (3) self-contained classrooms.

REFERRAL: Parents, Bureau of Indian Affairs, Social Services, Public Health Services Hospital in Shiprock, County Welfare Office (San Juan), teachers, and principals.

RESTRICTIONS: Age restriction according to state special education standards and the students must be on established bus routes.

FEE: None

NOTES:

NAME: **Chaparral Girl Scout Council**

ADDRESS: 609 Fourth Street, NW
Albuquerque, New Mexico 87102 COUNTY: Bernalillo

DIRECTOR: Miss Mary Frances Biering 243-6689

SERVICES: Direct services are provided in the areas of social, educational, and recreation for girls of ages 7 to 17 years.

ELIGIBILITY: Mild to moderate retardation, multiple handicapped, and physically handicapped for girls of ages 7 to 17 years.

STAFF:

TYPE OF PROGRAM: Residential and Day Care.

REFERRAL: Public and State Schools.

RESTRICTIONS: Girls of 7 to 17 years of age.

FEE: Membership fee of $2.00 to the National Organization.

NOTES:

NAME: **Chaparral School**

ADDRESS: 1809 El Paseo Road
Las Cruces, New Mexico 88001

COUNTY: Dona Ana

DIRECTOR: Mr. Herb Parks

523-6551

SERVICES: Direct educational services provided for children 6 to 21 years of age.

ELIGIBILITY: Moderate to profound retardation.

STAFF: Full time teachers and Program Director with part time speech/hearing therapist and nurse and psychiatrist.

TYPE OF PROGRAM: Day Care Training.

REFERRAL: Dr. Brown Day Care School (New Mexico State University), Open Door Day Care, parents, concerned individuals, and Health Social Services.

RESTRICTIONS: Age of 6 to 21 years, city resident, I.Q. above 25 and below 50, must be able to get around without hurting himself or others, and must be able to make wants known.

FEE: None

NOTES:

NAME: **Chaves County Mental Health Services**

ADDRESS: 1020 South Gander
Roswell, New Mexico 88201

COUNTY: Chaves

DIRECTOR: Margie Trujillo

623-1480 or 623-4129

SERVICES: Direct service in educational and recreational activities. Mental health, on job training, rehabilitation, social and medical have referral services provided. These are for individuals of age 0 to 21.

ELIGIBILITY: The mentally retarded from mild to profound, multiple handicapped, emotionally disturbed, and neurologically impaired for individuals of ages 0 to 21.

STAFF: A social worker plus part time psychologist and psychiatrist.

TYPE OF PROGRAM: Out-patient.

REFERRAL: District attorney, police departments, Parole Departments, State Mental Institutions, State Mental Institutions and Boys' Homes.

RESTRICTION: None

FEE: Ability to pay basis.

NOTES:

NAME: **Checkerboard Area Health System**

ADDRESS: P.O. Box 638
Cuba, New Mexico 87013

COUNTY: Sandoval

DIRECTOR: Lou Allen, M.D.

289-3291

SERVICES: Direct services are provided for children of ages 0 to 21 years in educational and mental and physical health. Referral services are provided for social, health, rehabilitation, and vocational training.

ELIGIBILITY: Mild to moderate retardation, multiple handicapped, emotionally disturbed, physically handicapped, learning disabled, health impaired, visually handicapped, or speech handicapped for children ages 0 to 21 years.

STAFF: Full time psychologist, physician and remediation specialist. Part time physical therapist and social worker are also available.

TYPE OF PROGRAM: Demonstration Project.

REFERRAL: School, parents, and clinics.

RESTRICTIONS: None

FEE: None

NOTES:

NAME: **Child Development Center**

ADDRESS: 308 Garfield
Santa Fe, New Mexico 87501

COUNTY: Santa Fe

ADMINISTRATOR: Dr. Faye Miller 827-8396

CONTACT PERSON: Dr. Dina Bayer 827-2338

SERVICES: Direct services for health evaluation, counseling and therapy, and mental health. Referrals in medical and social services.

ELIGIBILITY: All handicaps and age ranges provided for.

STAFF: Full time psychologist, social worker, physician, and nurse. Part time psychiatrist, and are in the process of acquiring a speech therapist.

TYPE OF PROGRAM: Out patient and referral.

REFERRAL: Physicians, schools, welfare, Health Department, and parents.

RESTRICTIONS: Do not accept referrals after patient is 10 years old. Services are open until patient is 21 years of age. Must be a state resident.

FEE: None.

NOTES:

NAME: **Child Development Center of Lea County, Inc.**

ADDRESS: 2107 Kingsley Drive
Hobbs, New Mexico 88240

County: Lea

DIRECTOR: Edna B. Jenkins, R.N., R.P.T.

393-6922 Office
393-3090 Res.

SERVICES: Direct services are available in educational and rehabilitation, with referrals in medical, physical health, social, recreation, vocational training such as sheltered workshops, work study, and on job training, and employment also being provided.

ELIGIBILITY: Mild to moderate mentally retarded, multiple handicapped, physically handicapped, aurally handicapped, and speech handicapped for children between 0 and 16 years of age.

STAFF: Full time teacher, physical therapist, and nurse; with part time speech/hearing therapist.

TYPE OF PROGRAM: Day care and out patient.

REFERRAL: Doctors, Crippled Children's Services, public schools, Public Health Department, and Department of Health and Social Services.

RESTRICTIONS: Only serve children up to 16 years and they must have a physical examination by a physician and recommendations for admission and therapies and other programs.

FEE: $1.00 per visit if parents are able to pay, if not, there if no charge.

NOTES:

NAME: **Christian Day Nursery, Inc.**

ADDRESS: 340 North Campo, P.O. Box 754
Las Cruces, New Mexico 88001 COUNTY: Dona Ana

PRESIDENT OF THE BOARD: Mrs. Vina Gardner

DIRECTOR: Mrs. Ada Moorehead, 524-0691

SERVICES: Provide day care for children of low income families. However, should a child have any handicap in any degree, they would not be turned away, but helped to develop the child's potential.

ELIGIBILITY: Not staffed to provide for any particular handicap, but will not turn any child away.

STAFF: Full time teacher.

TYPE OF PROGRAM: Day Care.

REFERRAL: Any

RESTRICTIONS: Low income bracket and pre-school from second birthday.

FEE: Range adjustable to income.

NOTES:

NAME: **Community Action Agency of Dona Ana County**

ADDRESS: P.O. Drawer 130
410 South Valley Drive
Las Cruces, New Mexico 88001

COUNTY: Dona Ana

DIRECTOR: Pete M. Garcia 523-1639

CONTACT PERSON: Lou Ann Loomis 523-1639

SERVICES: Referral services to community resources for medical, educational, mental and physical health, social, rehabilitation, recreation, vocational training, and employment for those individuals of age 0 to 21 years. Also direct services in educational, recreation, and social services are provided for.

ELIGIBILITY: All handicaps are provided for to individuals between 0 to 21 years of age.

STAFF: Part time teachers working with the pre-school children.

TYPE OF PROGRAM: Pre-school, referral, housing loans, and hot meals.

REFERRALS: Planned Parenthood, Expanded Nutrition Programs, Health and Social Services Department, Outreach workers, Southwest Mental Health Center, and City and County Health Department.

RESTRICTIONS: Those whose income is below the O.E.O. guidelines and only to county residents and children between 4 and 5 years are eligible for hot meals.

FEE: None

NOTES:

NAME: **Community Aid**

ADDRESS: 212 North Halagueno
Carlsbad, New Mexico 88220

COUNTY: Eddy

CONTACT PERSON: Virginia D. Fawcett

885-3282 Office
887-1589 Home

SERVICES: Emergency assistance to needy families for food, rent, utilities, transportation at times, medicines, clothing and shoes (mostly used).

ELIGIBILITY: Need of emergency assistance.

STAFF: Graduate nurse doing part time work.

TYPE OF PROGRAM: Referral

REFERRAL: Health and Social Services Department Welfare Department and Health Department, and Red Cross.

RESTRICTIONS: Emergency request.

FEE: None

NOTES:

NAME: **Community Council of Albuquerque**

ADDRESS: 307 4th Street, S.W.
Albuquerque, New Mexico 87102

COUNTY: Bernalillo

DIRECTOR: Carl L. Obenauf 842-0180

CONTACT PERSON: Nancy L. Barfield 842-0180

SERVICES: Provide referral services in medical, educational health, social, rehabilitation, recreation, vocational training, and employment.

ELIGIBILITY: All handicaps for individuals of any age group are provided for.

STAFF: Full time social workers.

TYPE OF PROGRAM: Referral.

REFERRAL: Any

RESTRICTIONS: None

FEE: None

NOTES:

NAME: **Community Mental Health Services**
New Mexico Department of Hospitals and Institutions

ADDRESS:: 211 West Mesa
P.O. Box 936
Gallup, New Mexico 87301

COUNTY: McKinley and West Valencia

DIRECTOR: Belarmino Giron D.H.I. 827-2821

CONTACT PERSON: Jean M. Musser 863-3148

SERVICES: Direct services in medical, educational, and social services. Direct services are also provided in coordination of existing mental health services. Referral services in the mental health field, rehabilitation, recreation, vocational training, and employment.

ELIGIBILITY: The mentally retarded of moderate range between 13 and 21 years and the emotionally disturbed between 7 and 21 years.

STAFF: Part time volunteer nurse and psychiatrist with a full time Community Coordinator.

TYPE OF PROGRAM: Out patient and referral.

REFERRAL: New Mexico Health and Social Services, Gallup-McKinley County Public Schools, Gallup Catholic Charities Gallup Police and District Attorney, Adult and Juvenile Probation.

RESTRICTION: Resident of state.

FEE: None

NOTES:

NAME: **Community Services Office of DHI**

ADDRESS: 608 Chisum
Post Office Box 745
Artesia, New Mexico 88210

COUNTY: Eddy

DIRECTOR: Mrs. Marjoire Bunch

746-9042

SERVICES: Referral services in medical, educational, mental and emotional health, rehabilitation, recreation, social, and on job training fields. Other services such as psychiatric and psychological evaluations of limited number are also provided.

ELIGIBILITY: Mentally retarded, multiple handicapped, emotionally disturbed, and neurologically impaired on all ages.

STAFF: Full time social worker with part time psychologist and psychiatrist also helping.

TYPE OF PROGRAM: Out patient

REFERRAL: Public schools, parents, doctors, Head Start, and Health and Social Services Department.

RESTRICTIONS: None

FEE: Private care rate is adjustable to income.

NOTES:

NAME: **Corrales Montessori School**

ADDRESS: Star Route Box 127B
Corrales, New Mexico 87048

COUNTY: Sandoval

DIRECTOR: Ronald Dubinsky, Nancy Dubinsky

898-5342

SERVICES: Direct services are provided in educational, and recreation, mental and physical health. Referral service in the medical field to children between 2 and 6 years of age.

ELIGIBILITY: All handicaps of children between the ages of 2 to 6 years.

STAFF: Two full time and two part time teachers.

TYPE OF PROGRAM: Day Care.

REFERRAL: A.A.U.W. (Pre-school Committee), Committee for Services to the Handicapped (Mid Rio Grande Health Planning Council Inc.), Programs for Children, University of New Mexico, Yellow pages, individuals who refer friends, some surveys given out of Albuquerque Chamber of Commerce.

RESTRICTIONS: Age 2 to 6 years, residents of city or county, and only those who are able to follow simple commands.

FEE: $50.00 to $80.00 per month with welfare rates whereby the parents make up the difference between welfare rates and tuition rates by payment or services rendered each month.

NOTES:

NAME: **Council For Youth**

ADDRESS: P.O. Box 454, 1501 North Solano Drive
Las Cruces, New Mexico 88001 COUNTY: Dona Ana

EXECUTIVE DIRECTOR: Laun Smith III 526-8459

CONTACT PERSON: Ruby Lynch 526-8360

SERVICES: Direct services are provided in the mental health, social, and rehabilitation fields for children between the age of 11 to 18 years.

ELIGIBILITY: Emotionally disturbed children between 11 to 18 years of age.

STAFF: Two part time psychologists and two full time and two part time counselors and a full time social worker.

TYPE OF PROGRAM: Residential, Day Care, Out patient and Referral.

REFERRAL: Juvenile Police Department, Juvenile - Probation Office, Health and Social Services Department, Courts, Schools, families, and youth themselves.

RESTRICTIONS: Age between 11 to 18 years, and must be from Dona Ana County.

FEE: Range adjusted to income and type of service required. If the client is on welfare, we receive partial payment depending on service.

NOTES:

NAME: **County Extension Service**

ADDRESS: 555 South Alameda Blvd.
Las Cruces, New Mexico 88001

COUNTY: Dona Ana

PRESIDENT: Mr. Don H. Chappell 523-5618

CONTACT PERSON: Nancy Riley 523-5618

SERVICES: Provides direct educational services with referrals for medical, health, social, rehabilitation, recreation, vocational training, and employment services also being provided for.

ELIGIBILITY: Special interest workshops reach 9 to 16 years olds and could be attended by any mildly handicapped.

STAFF:

TYPE OF PROGRAM: Referral.

REFERRAL: General public, Nutrition Aides, and other agencies.

RESTRICTIONS: Age restriction (not specified).

FEE: None.

NOTES:

NAME: **HEW–Public Health Service–Crippled Children Services**

ADDRESS: 105 North Second, Drawer 1300
Gallup, New Mexico 87301

COUNTY: McKinley and San Juan

DIRECTOR: Kathryn Flynn 827-2121

CONTACT PERSON: Kathy Jones 722-4391

SERVICES: Direct social and health services are provided, with referral services in medical, educational, health, rehabilitation, and vocational training.

ELIGIBILITY: Multiple handicapped, physically handicapped, aurally handicapped, neurologically impaired, health impaired, and visually handicapped up to the age of 21.

STAFF: Full time social worker.

TYPE OF PROGRAM: Referral

REFERRAL: Schools, Hospitals, Physicians, Health and Social Agencies, and Clinics.

RESTRICTIONS: Flexible income eligibility requirements, must be under twenty-one years of age, a resident of the state, and diagnosed.

FEE: None

NOTES:

NAME: **The Crisis Center**

ADDRESS: Box 3563
Las Cruces, New Mexico 88003

COUNTY: Dona Ana

DIRECTOR: Evelyn Buckman

524-4081

SERVICES: This center is a twenty-four hour a day, seven days a week, telephone counseling, emergency, and referral service in all areas.

ELIGIBILITY: Anyone with a problem.

STAFF:

TYPE OF PROGRAM: Crisis referral service

REFERRAL: Any

RESTRICTIONS: None

FEE: None

NOTES:

NAME: **Department of Public Welfare**

ADDRESS: 701 North Guadalupe, P.O. Box 1417
Carlsbad, New Mexico 88220

COUNTY: Eddy

DIRECTOR: Bernice H. Perry

887-3576

SERVICES: Direct services are provided in the area of Day Care and Foster Care. Referral services in medical, educational, health, rehabilitation, recreation, vocational training, and employment are also provided to children of all ages.

ELIGIBILITY: Mild through profound mentally retarded for all age groups. All handicaps and disabilities are also provided for.

TYPE OF PROGRAM: Residential and Day Care.

STAFF: Full time social worker and homemaker.

REFERRAL: Physicians, schools, Juvenile Officer, relatives, Public Health Nurse.

RESTRICTIONS: In need of protection and between the age of 0 to 21 years.

FEE: None

NOTES:

NAME: **Division of Vocational Rehabilitation**

ADDRESS: 940 North Main
Las Cruces, New Mexico 88001

COUNTY: Dona Ana

AREA III SUPERVISOR: Maury Castro 526-5508

WORK STUDY COUNSELOR: Ronnie Mask 523-4527

SERVICES: Direct services are provided in the fields of medical, educational, mental and physical health, behavior disorders, rehabilitation, vocational training such as work study (special education) and on job training, employment, counseling and placement, diagnostics, rooms and board, transportation, and purchase of placement equipment and supplies. Referrals in recreational and social services are also available.

ELIGIBILITY: All handicaps are served for individuals between 13 and 14 years of age.

STAFF: Counselor

TYPE OF PROGRAM: Direct services to clients.

REFERRAL: Public Schools, Health and Social Services Department Crippled Children Services, Juvenile Probation and Parole Office, Council for Youth, and individuals.

RESTRICTIONS: Financial eligibility essential for provision of physical restoration therapy and some types of vocational training. Usually must be at least 15 years of age with intentions of living and working in New Mexico.

FEE: None.

NOTES:

NAME: **Division of Vocational Rehabilitation**

ADDRESS: Post Office Bin E
Silver City, New Mexico 88061

COUNTY: Grant. Also serves Catron & Hidalgo

DIRECTOR: Maury Castro — 526-5508

CONTACT PERSON: R.S. Sykes — 538-5351

SERVICES: Direct services in the fields of medical, educational, rehabilitation, vocational training, employment, and counseling are provided for. Referrals are also available in mental and physical health, social and recreational services.

ELIGIBILITY: All handicaps except the profound mentally retarded for individuals between 16 and 21 years of age.

STAFF: A counselor in particular with any professional assistance also available.

TYPE OF PROGRAM: Referral and counseling.

REFERRAL: Health and Social Services Department, E.S.C., High schools, universities, Probation and Parole Offices, doctors, and hospitals.

RESTRICTIONS: Income restriction which varies according to the size of the family. Cannot accept clients under 16 years and over 65 years of age.

FEE: None.

NOTES:

NAME: **Division of Vocational Rehabilitation District Office**

ADDRESS: P.O. Box 650
Las Vegas, New Mexico 87701 COUNTY: San Miguel

DIRECTOR: Dr. Robert Swanson 425-9365

CONTACT PERSON: Dan Moriarty, Counselor

SERVICES: Direct services are provided for in the fields of medical, rehabilitation, social, vocational training (sheltered workshops, work study, and on job training), and employment. Referral only in educational, mental and physical health, recreation, and employment.

ELIGIBILITY: All handicaps for children between 13 and 21 years of age are provided for.

STAFF: Full time teacher and counselor for work study program.

TYPE OF PROGRAM: Rehabilitation geared toward job placement.

REFERRAL: Social Security Supplemental Security Income, Health and Social Services Department, Employment Office, Luna Vocational School, and Health Departments.

RESTRICTIONS: Must be a resident of the county and usually start working them at ages 17 or 18.

FEE: None

NOTES:

NAME: **Dona Ana Association for Retarded Children**

ADDRESS: P.O. Box 251
Las Cruces, New Mexico 88001 COUNTY: Dona Ana

PRESIDENT: Willis Parsons 526-5379

SERVICES: Referral services for educational, social, rehabilitation, and recreation only.

ELIGIBILITY: Mentally retarded of all ages.

STAFF: Mainly parent groups.

TYPE OF PROGRAM: Referral

REFERRAL: We refer mainly to Open Door Center or Public Schools.

RESTRICTIONS: None

FEE: None

NOTES:

NAME: **Easter Seal Society for Crippled Children & Adults of New Mexico, Inc.**

ADDRESS: 4805 Menaul Blvd., NE
Albuquerque, New Mexico 87110 COUNTY: Bernalillo

EXECUTIVE DIRECTOR: Mrs. Richard O'Hara 256-9824

SERVICES: Direct services are provided in the medical and recreational fields. Referral services in medical, educational, health, and rehabilitation is also available.

ELIGIBILITY:

STAFF:

TYPE OF PROGRAM:

REFERRAL: Referral, equipment loan, and purchase of service.

RESTRICTIONS:

FEE: None

NOTES:

NAME: **Eastern Navajo**

ADDRESS: Box 157
Crownpoint, New Mexico 87313

COUNTY: McKinley

DIRECTOR: Eugene Gorman

(602) 729-5250

CONTACT PERSON: Donna Cousins

786-5260

SERVICES: Direct services are provided in educational and recreation. Referral service in medical, physical health, and rehabilitation is also available. Apart from McKinley County, the following counties are also served: Valencia, Bernalillo, Socorro, and Sandoval.

ELIGIBILITY: Mild through moderate mentally retarded, multiple handicapped, emotionally disturbed, physically handicapped, learning disabled, health impaired, visually handicapped, and speech handicapped for children between 0 and 6 years of age.

STAFF: Full time teacher, social worker, and nurse.

TYPE OF PROGRAM: Day Care.

REFERRAL: Any

RESTRICTIONS: There is an income restriction but was not specified.

FEE: None

NOTES:

NAME: **Eddy County Community Action – Artesia Headstart Program**

ADDRESS: 7th & Kemp Avenue
Artesia, New Mexico 88210

COUNTY: Eddy

DIRECTOR: Raul Rodriguez

887-3939 (Carlsbad)

CONTACT PERSON: Virdie Dansby

748-1141

SERVICES: Referral services are provided for children of ages 0 to 6 years in medical, mental and physical health services.

ELIGIBILITY: Only those children who are mentally retarded and are between 0 and 6 years of age are referred.

TYPE OF PROGRAM: Pre-school headstart.

STAFF: Teacher, nurse and a part-time nurse.

REFERRAL: Through Crippled Children's Services, Child Development Center, Mental Health Center, Mobile Unit for Speech, hearing, and psychological evaluation.

RESTRICTIONS: Must be a county and city resident and restrictions of income and age.

FEE: None

NOTES:

195a

NAME: **El Grito Headstart Program**

ADDRESS: P.O. Box 1536
Silver City, New Mexico 88061

COUNTY: Grant

DIRECTOR: Virginia Lara

538-3607

SERVICES: Direct services in the fields of medical, educational, health, and social service are provided.

ELIGIBILITY: Moderate mentally retarded, multiple handicapped, emotionally disturbed for children who are 5 years of age.

STAFF: Full time teacher and social worker with funds available for a physician and psychologist.

TYPE OF PROGRAM: Head start pre-school.

REFERRAL: Health and Social Services, public schools, parents, friends of the parents, and board members of the El Grito Board.

RESTRICTIONS: Only five (5) year olds accepted and must be a resident of the county and state.

FEE: None

NOTES:

195.b

NAME: **Elks Lodge No. 19 Crippled Children's Services**

ADDRESS: P.O. Box 969
Las Cruces, New Mexico 88001

COUNTY: Dona Ana

DIRECTOR: Jerry Gordon

CONTACT PERSON: J. Robert Harrison 524-7849

SERVICES: Direct services are provided in the fields of educational, physical health, and social service.

ELIGIBILITY: Mentally retarded from mild to profound, multiple handicapped, physically handicapped, learning disabled, aurally handicapped, visually handicapped, and speech handicapped for those individuals between 0 and 21 years of age.

STAFF: Part time teacher, speech/hearing therapist, audiologist, and physical therapist.

TYPE OF PROGRAM: Physical Therapy Treatment at home or school.

REFERRAL: Carrie Tingley Hospital and local doctors.

RESTRICTIONS: Must be under 21 years of age and a resident of the county or state.

FEE: None

NOTES:

NAME: **Employment Agency for the Handicapped**

ADDRESS: 515 Central, NE
Albuquerque, New Mexico 87101

COUNTY: Bernalillo

DIRECTOR: Robert D. Shattuck

766-7323

SERVICES: Referral services in medical, educational, health, job placement, rehabilitation, recreation, and vocational training are provided.

ELIGIBILITY: Mild through moderate mentally retarded of age 21, and all other handicaps between the age of 18 to 21 years.

STAFF:

TYPE OF PROGRAM: Referral and Job Placement.

REFERRAL: Any

RESTRICTIONS: Resident of the city and county.

FEE: None

NOTES:

NAME: **Employment Security Commission**

ADDRESS: Box 1045
Lovington, New Mexico 88260 COUNTY: Lea

DIRECTOR: Robert Bolin 396-3656

SERVICES: Referrals for on job training and employment are provided.

ELIGIBILITY: Mild to moderate mentally retarded, and only those able to work or be trained on the job and are 18 years or older.

STAFF: Two (2) employment interviewers.

TYPE OF PROGRAM: Referral and placement.

REFERRAL: Vocational Rehabilitation Agency in Hobbs and Lovington Public Schools.

RESTRICTIONS: Must be old enough to train or work.

FEE: None

NOTES:

NAME: **Esperanza Para Nuestros Ninos, Inc.**

ADDRESS: P.O. Box 12212
Albuquerque, New Mexico 87105

COUNTY: Bernalillo

DIRECTOR: Ruby Luna

877-4361 or 877-4366

SERVICES: Direct services are provided in educational, recreation, social, mental and physical health, and sheltered workshops.

ELIGIBILITY: Mentally retarded from moderate to profound, of all ages. All handicaps, except learning disabled, for all ages are provided for.

STAFF: Full time teacher, speech/hearing therapist, occupational therapist, and physical therapist with part time psychologist, counselor, and social worker.

TYPE OF PROGRAM: Day Care, Out patient, and Referral.

REFERRAL: Social workers, Programs for Children, Public Health Nurses and Public Schools.

RESTRICTIONS: None

FEE: None

NOTES:

NAME: **Fort Stanton Hospital & Training School**

ADDRESS: P.O. Box 8
Fort Stanton, New Mexico 88323

COUNTY: Lincoln

DIRECTOR: Jerald W. Myers

354-2211

SERVICES: Direct services are provided for in the medical, educational, physical health, social, and recreational fields. Also, vocational training in sheltered workshop and on the job training.

ELIGIBILITY: All ages for all mentally retarded.

STAFF: Full time teacher, psychologist, social worker, and nurse, with part time help from a physician.

TYPE OF PROGRAM: Residential

REFERRAL: Los Lunas Hospital and Training School.

RESTRICTIONS: Must be eight years old and ambulatory and referred by Los Lunas. Must not be blind or deaf. Must be a resident of the state.

FEE: $14.00 per day with welfare rates of $12.00 per day.

NOTES:

NAME: **Goodwill Industries of New Mexico**

ADDRESS: 1119 Edith Blvd., SE
Albuquerque, New Mexico 87102 COUNTY: Bernalillo

EXECUTIVE DIRECTOR: Mr. Charles R. Lynn 243-4518

SERVICES: Direct services are provided in the fields of rehabilitation, vocational training in the form of sheltered workshops and employment.

ELIGIBILITY: Mild to moderate mentally retarded and all other handicaps for those individuals from 13 to 21 years of age.

STAFF: Part time counselor with some other full time assistance.

TYPE OF PROGRAM: Sheltered workshop.

REFERRAL: Individuals and Division of Vocational Rehabilitation.

RESTRICTIONS: Must be at least of age 16 or over and some barriers to employment.

FEE: $125.00 per month

NOTES:

NAME: **Goodwill Industries of Southern New Mexico, Inc.**

ADDRESS: 2305 East Nevada, Box 117
Las Cruces, New Mexico 88001

COUNTY: Dona Ana

EXECUTIVE DIRECTOR: Karen Jakeway 524-1395

SERVICES: Direct service is provided in employment with referrals in vocational training, such as sheltered workshops and on job training.

ELIGIBILITY: Mild to moderate mentally retarded and all other handicaps except visually handdicapped for individuals who are 16 years or older.

STAFF: Full time counselor.

TYPE OF PROGRAM: Workshop.

REFERRAL: Division of Vocational Rehabilitation and Southwest Mental Health Center.

RESTRICTIONS: Must be a U.S. citizen and at least 16 years of age.

FEE: $100.00 per month for referring agency.

NOTES:

NAME: **Grand Heights Achievement Center (Public Schools)**

ADDRESS: 1106 West Quay
Artesia, New Mexico 88210 COUNTY: Eddy

DIRECTOR: Jess McGary 746-6282

DIRECTOR OF PUBLIC SCHOOLS: Warren Nell 746-3585

SERVICES: Direct service is provided in educational, recreation, and vocational training. Referrals in medical, mental and physical health, and rehabilitation are also available.

ELIGIBILITY: Mild to moderate mentally retarded, and all other handicaps except for emotionally disturbed for individuals between 0 and 21 years of age.

STAFF: Full time teacher and part time speech/hearing therapist, counselor, social worker, and nurse.

TYPE OF PROGRAM: Public Schools.

REFERRAL: Parents, classroom teachers, Educational Services Center, Head Start, S.E. Bilingual Program.

RESTRICTIONS: Only those individuals up to age 21.

FEE: None

NOTES:

NAME: **Headstart Program**

ADDRESS: 901 Douglas Avenue
Las Vegas, New Mexico 87701

COUNTY: San Miguel

DIRECTOR: Margaret M. Aragon

425-9054 or 425-5919

SERVICES: Direct service is provided in the educational field with referral in medical and health service also available.

ELIGIBILITY: N/A

STAFF: Full time teacher, part time speech/hearing therapist (who is on a consultant basis), counselor, physician, and nurse.

TYPE OF PROGRAM: Child Development Program

REFERRAL: Welfare Department, Speech Therapist of the Las Vegas City Schools, Las Vegas City Schools Counselor, Dr. George Bunch, and the school nurse.

RESTRICTIONS: Income restriction but not specified; and participation in the Head Start Program.

FEE: None

NOTES:

NAME: **Health & Social Services**

ADDRESS: P.O. Box 1306
Artesia, New Mexico 88210

COUNTY: Eddy

DIRECTOR: Bernice Perry 746-9862

CONTACT PERSON: Maye Schoolcraft 746-9862

SERVICES: Direct services are provided in the educational and social fields. Referral services in medical, educational, mental and physical health, rehabilitation, recreation, vocational training, and employment are also provided.

ELIGIBILITY: Mild through moderate mentally retarded for children of ages 13 to 21 years, aurally handicapped and visually handicapped for children between 0 to 6 years, and the multiple handicapped between 0 and 21 years of age.

STAFF: Full time social worker.

TYPE OF PROGRAM: Day Care and Referral.

REFERRAL: Public School, Juvenile Officer, school nurses, Public Health Nurse, and local doctors.

RESTRICTIONS: Must be a county resident and there is an income restriction depending on number in the family.

FEE: None

NOTES:

NAME: **Home Education Livelihood Program**

ADDRESS: 118 South Water Street
Las Cruces, New Mexico 88001

COUNTY: Dona Ana

DIRECTOR: Rayo Perez 524-3571

CONTACT PERSON: Ann Baumgarn 524-3571

SERVICES: Direct services are provided in the fields of educational, physical health, social, rehabilitation, vocational training, employment, and financial aid in college. Referral in medical and recreation are also available.

ELIGIBILITY: Health impaired of all ages.

STAFF: Full time teacher, social worker, and nurse.

TYPE OF PROGRAM: Residential, Day Care, and Referral.

REFERRAL: Public Schools, VISTA, Community Action Agency, and Migrant Ministry.

RESTRICTIONS: Below poverty level and 50% farm income.

FEE: None

NOTES:

NAME: **Las Cruces Boy's Club**

ADDRESS: 330 West Las Cruces Avenue
Las Cruces, New Mexico 88001

COUNTY: Dona Ana

CONTACT: Vernon L. Jackson

524-4773

SERVICES: Direct services are available in educational, social, recreation, vocational training such as work study, on job training, and employment. Referrals in health (physical), and rehabilitation are also provided for.

ELIGIBILITY: Moderate mentally retarded, physically handicapped, learning disabled, and visually handicapped for individuals between 7 and 21 years of age.

STAFF: Full time counselor and social worker.

TYPE OF PROGRAM: Program is available after school and all day during the summer.

REFERRAL: Schools.

RESTRICTIONS: Must be a resident of the county.

FEE: $.50 per year.

NOTES:

NAME: **Las Cruces Manor, Inc.**

ADDRESS: 2905 Missouri Avenue
Las Cruces, New Mexico 88001 COUNTY: Dona Ana

ADMINISTRATOR: Ivan Westergaard 523-5601

SERVICES: Direct service in physical health and rehabilitation is available.

ELIGIBILITY: Mild mentally retarded, multiple handicapped, physically handicapped, aurally handicapped, neurologically impaired, health impaired, visually handicapped, and speech handicapped for individuals of all ages.

STAFF: Full time nurse and physical therapist aide. Part time psychologist (consultant), speech/hearing therapist audiologist (consultant), occupational therapist, physical therapist (consultant), and a physician on call.

TYPE OF PROGRAM: Residential twenty-four hour nursing care.

REFERRAL: Private physicians, Health and Social Services Departments, and Veterans Administration.

RESTRICTIONS: None

FEE: $12.50 to $18.00 per day with welfare rates.

NOTES:

NAME: **Las Luminarias of the New Mexico Council of the Blind, Inc.**

ADDRESS: P.O. Box 1881
Albuquerque, New Mexico 87103

COUNTY: Bernalillo

DIRECTOR: Gene R. Bobeen

Bus: 247-0441
After Hrs: 242-6176

SERVICES: Direct service is available in rehabilitation, and vocational training. Referral services are also available in medical, educational, mental and physical health, recreation, and vocational training such as sheltered workshop, work study, and on job training.

ELIGIBILITY: All handicaps are served for individuals 18 years and older.

STAFF: Part time teacher, and three (3) full time combined counselor and social workers.

TYPE OF PROGRAM: Referral and training job development.

REFERRAL: New Mexico Employment Security Commission, Department of Vocational Rehabilitation, School for the Deaf, Albuquerque Public Schools, New Mexico Department of Hospitals and Institutions.

RESTRICTIONS: Must be between the ages of 18 and 60 (employable). Must be a city and county resident with a small percentage from throughout the state.

FEE: None

NOTES:

NAME: **Learning Unlimited, Inc.**

ADDRESS: 213 North Armijo
Las Cruces, New Mexico 88001 COUNTY: Dona Ana

DIRECTOR: Mrs. Henry H. (Anne) Shugart 524-1752

SERVICES: Direct educational and employment services are provided. Also offers perceptual training as well as academic training.

ELIGIBILITY: Educationally handicapped, emotionally disturbed, and learning disabled for individuals of any age group.

STAFF: Full time teachers and social worker with part time psychologist, and a counselor.

TYPE OF PROGRAM: Out patient.

REFERRAL: Public Schools, psychologists, Vocational Rehabilitation, and U.S.A. Hospital - perceptual training.

RESTRICTIONS: This is a private, non-funded organization, therefore the individual must pay rates, or work through an organization that can pay.

FEE: $5.00 to $50.00 range per visit.
NOTES:

NAME: **Little Haven No. 2 and No. 3**

ADDRESS: 119 Walter, SE
Albuquerque, New Mexico 87102

COUNTY: Bernalillo

DIRECTOR: Mr. Grover Petty
Mrs. Ines Petty

242-9145 or
877-4903

SERVICES: Boarding home situation where some people receive all the direct services and all people receive some of the direct services.

ELIGIBILITY: All handicaps except the profound mentally retarded for young adults 17 to 45 years of age.

STAFF: Part time teacher, psychologist, speech/hearing therapist, audiologist, occupational therapist, braillist, physical therapist, counselor, social worker, physicians, prosthetist, nurse, and psychiatrist available through Mental Health and Los Lunas Medical Center.

TYPE OF PROGRAM: Residential

REFERRAL: Los Lunas Hospital and Training School, Mental Health Center, State Hospital, Welfare, and Division of Vocational Rehabilitation.

RESTRICTIONS: Individual must be between 17 and 45 years of age.

FEE: $110.00 to $150.00 per month with the range adjustable to income, and there are welfare rates available.

NOTES:

NAME: **Los Lunas Consolidated Schools**

ADDRESS: P.O. Box 298
Los Lunas, New Mexico 87031

COUNTY: Valencia

DIRECTOR: Raymond A. Gabaldon 865-9636

CONTACT PERSON: Pedro M. Pino 865-9636

SERVICES: Direct educational and vocational training services are provided.

ELIGIBILITY: Mild to profound mentally retarded for individuals between 7 and 21 years of age.

STAFF: Full time teachers, counselors, and nurses.

TYPE OF PROGRAM: Public Schools.

REFERRAL: Los Lunas Hospital and Training School, Manzanita Center at University of New Mexico, and Valencia County Health Department.

RESTRICTIONS: None

FEE: None

NOTES:

NAME: **Los Lunas Hospital & Training School**

ADDRESS: P.O. Box 208
Los Lunas, New Mexico 87031 COUNTY: Valencia

DIRECTOR: Joseph F. Mateju 865-9611

SERVICES: Direct service is provided in the fields of medical, educational, mental and physical health, rehabilitation, recreation, social, employment, on job training, and residential.

ELIGIBILITY: Mentally retarded mild to profound, and multiple handicapped for any individual of any age.

STAFF: Full time teacher, psychologist, speech/hearing therapist, occupational therapist, physical therapist, counselor, social worker, physicians, nurse, psychiatrist and dentist.

TYPE OF PROGRAM: Residential, referral, and out patient evaluation.

REFERRAL: Health and Social Services, Public Schools, Programs for Children, Bureau of Indian Affairs, physicians, self-parents, etc.

RESTRICTIONS: Resident of the state and the individual must have a measured I.Q. below 70.

FEE: Ability to pay basis.

NOTES:

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NAME: **Luna Vocational Technical Institute**

ADDRESS: P.O. Box 2055
Las Vegas, New Mexico 87701

COUNTY: San Miguel

DIRECTOR: Prospero Lawerence Pino

425-3587

SERVICES: Direct service is provided in the field of vocational training such as sheltered workshops, work study, and on job training. Referral services in physical health and remedial training are also available.

ELIGIBILITY: Mentally retarded age 21 (post secondary), physically handicapped, learning disabled, health impaired, and speech handicapped for individuals between 13 and 21 years of age and post secondary.

STAFF: Full time teachers, counselor, and nurse.

TYPE OF PROGRAM:

REFERRAL: Neighborhood Youth Corps, Concentrated Employment Program, Manpower Development and Training Program, Educational Service Center, and New Mexico Highlands University.

RESTRICTIONS: There is an age restriction but was not specified.

FEE: $15.00 per trimester.

NOTES:

NAME: McKinley Manor, Inc.

ADDRESS: 224 East Nizhoni Blvd.
Gallup, New Mexico 87301

COUNTY: McKinley

DIRECTOR: M.L. Macrarie

863-9551

CONTACT PERSON: Dorethea Johnson

SERVICES: Direct services are provided for children of ages 0-21 in the field of medical, mental & physical health, recreation and physical therapy. Referral services in vocational training and speech therapy are also provided for.

ELIGIBILITY: The mild to profound mentally retarded multiple handicapped physically handicapped, and health impaired for children of all ages.

TYPE OF PROGRAM: Residential

STAFF: Full time nurse and physical therapist, with part-time help from a speech/hearing therapist, occupational therapist, social worker, and physician.

REFERRAL: Public Health Services Indian Health Center, Bureau of Indian Affairs, Health and Social Services Department, and private physicians.

RESTRICTIONS: None

FEE: $12.50 to $18.50 per day with welfare rates.

NOTES:

NAME: **The Manzanita Center**

ADDRESS: College of Education
University of New Mexico
Albuquerque, New Mexico 87106 COUNTY: Bernalillo

DIRECTOR: Eloy R. Gonzales 277-2102

SERVICES: Direct and referral services are provided in the educational field.

ELIGIBILITY: The learning disabled of ages 0 to 21 years.

TYPE OF PROGRAM: Appointment

STAFF: Part-time Teacher and Counselor.

REFERRAL: Any

RESTRICTIONS: None

FEE: $3.00 per visit but is adjustable to income.

NOTES:

NAME: **New Mexico Chapter–Muscular Dystrophy Associations of America**

ADDRESS: 4803 Lomas, NE
Albuquerque, New Mexico 87110 COUNTY: Bernalilo

DISTRICT DIRECTOR: James Rhodes 265-6497

SERVICES: Direct services are provided in the medical, educational mental and physical health, rehabilitation, and recreational fields.

ELIGIBILITY: Physically handicapped, neurologically impaired, and health impaired for any individual of any age group.

STAFF: Full time psychologist, speech/hearing therapist, occupational therapist, physical therapist, physician, nurse, and psychiatrist.

TYPE OF PROGRAM: Out patient and research program.

REFERRAL: Any

RESTRICTIONS: None

FEE: None

NOTES:

NAME: **The National Foundation or The March of Dimes**

ADDRESS: 1124 Solano Drive
Las Cruces, New Mexico 88001

COUNTY: Dona Ana

CONTACT: Paul McIntyre

524-3636

CONTACT PERSON: Roy Booner

SERVICES: Direct services in educational and physical health plus financial medical aid are provided.

ELIGIBILITY: Individuals with birth defects and/or polio connected illnesses.

STAFF: Consists of members and board and volunteers.

TYPE OF PROGRAM: Solicit funds to use to research and educate on birth defects.

REFERRALS: Doctors and by word of mouth.

RESTRICTIONS: Usually provide for the low income bracket and normally provide for the local population but is not restricted to this.

FEE: None

NOTES:

NAME: Navajo Children's Rehabilitation Center, Inc.

ADDRESS: Coyote Canyon
Brimhall, New Mexico 87310

COUNTY: McKinley

DIRECTOR: Arthur Hood 733-2340

CONTACT PERSON: Steve Poland 733-2340

SERVICES: Direct educational services are provided.

ELIGIBILITY: Moderate mentally retarded for children between 12 and 21 years of age.

STAFF: Full time teacher and psychologist.

TYPE OF PROGRAM: Residential

REFERRALS: Bureau of Indian Affairs, personal contacts, Gallup-McKinley County School District, and Public Health Service.

RESTRICTIONS: Must be between 12 and 21 years of age and a resident of the county and state.

FEE: None

NOTES:

NAME: **New Mexico Boy's Ranch**

ADDRESS: P.O. Box 758
Belen, New Mexico 87002

COUNTY: Valencia & Socorro

SUPERINTENDENT: Michael H. Kull 864-7386

CONTACT PERSON: Charles E. Gibson 864-4356

SERVICES: Provide everything necessary to raise a boy, such as food, shelter, guidance, etc.

ELIGIBILITY: Boys between the ages of 6 and 18 who have problems as a result of poor or inadequate home environment. Accept emotionally disturbed boys.

STAFF: Houseparents, cook, secretary, and administrators who all work in capacity of counselors.

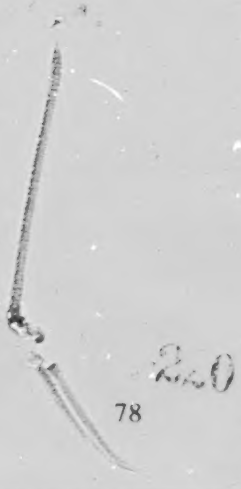
TYPE OF PROGRAM: Residential

REFERRAL: State Agencies (Health and Social Services Department and Juvenile Probation), private individuals, Civic Organizations, and churches.

RESTRICTIONS: Must be between the age of 6 to 18 (or so), a resident of the state and able to attend public school.

FEE: None, as such, but support is encouraged if available.

NOTES:



NAME: **New Mexico's Boys School**

ADDRESS: P.O. Box 38
Springer, New Mexico 87747

COUNTY: Colfax

SUPERINTENDENT: Bob Marrs 483-2475

CONTACT PERSON: Steve Hill 482-2475

SERVICES: Provide direct service in medical, educational, mental and physical health social, rehabilitation, recreation, sheltered workshop, work study, on job training, and serves as a referral for employment.

ELIGIBILITY: Mild to moderate mentally retarded, emotionally disturbed, learning disabled, neurologically impaired, and speech handicapped for boys between 7 and 18 years of age.

STAFF: Full time teacher, psychologist, occupational therapist, counselor, social worker, and nurse, part time physician and psychiatrist.

TYPE OF PROGRAM: Residential.

REFERRAL: Courts by court order.

RESTRICTIONS: Must be between the age of 7 and 18 years and only adjudicated delinquents are committed by the courts.

FEE: None.

NOTES:

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NAME: **New Mexico Department of Hospitals & Institutions**

ADDRESS: 101 West Marcy
Santa Fe, New Mexico 87501

COUNTY: Santa Fe
(serves entire state)

DIRECTOR: Dr. Joel Hochman, M.D. 827-5131

CONTACT PERSON: John Gabaldon

SERVICES: Direct and referral service in medical, educational, mental and physical health, social, rehabilitation, recreation, vocational training such as sheltered workshops, work study, and on job training, and employment are provided by this agency.

ELIGIBILITY: All handicaps are served for individuals of any age.

STAFF: Full time teachers, psychologist, speech/hearing therapist, audiologists, occupational therapist, physical therapists, counselors, social workers, physicians, nurses, and psychiatrists.

TYPE OF PROGRAM: Residential, day care, out patient, and referral.

REFERRAL: Any

RESTRICTIONS: There is an income restriction where special federal funds are involved and individual must be a state resident.

FEE: None.

NOTES:

NAME: NEWMEC, New Mexico Educational Center

ADDRESS: P.O. Box 14491
Albuquerque, New Mexico 87111

COUNTY: Bernalillo

DIRECTOR: J.F. Gusinow, Ph.D. 294-0449

CONTACT PERSON: C. R. Lujan 294-0449

SERVICES: Direct educational and recreational services are provided, with referrals in medical, health, rehabilitation vocational training, physical correctional therapy, family counseling, and speech therapy.

ELIGIBILITY: Mild mentally retarded, emotionally disturbed, physically handicapped, learning disabled, neurologically impaired, health impaired, and speech handicapped for children between 3 and 10 years of age.

STAFF: Full time teachers, psychologist, speech/hearing therapist, counselor, physical therapist, and special education teachers.

TYPE OF PROGRAM: Day care, out patient, and referral.

REFERRAL: Any

RESTRICTIONS: Must be between 3 and 10 years of age.

FEE: $61.40 to $92.60 per month.

NOTES:

NAME: New Mexico Elks Cerebral Palsy Commission

ADDRESS: 2901 Edith, N.E.
Albuquerque, New Mexico 87107

COUNTY: Bernalillo

DIRECTOR: Walter A. Kincaid

345-3104

SERVICES: Both direct and referral services are available in mental and physical health and rehabilitation.

ELIGIBILITY: Mild to profound mentally retarded, multiple handicapped, physically handicapped, neurologically impaired, and speech handicapped for individuals between 0 and 21 years of age.

STAFF: Part time speech/hearing therapist, occupational therapist, and physical therapist.

TYPE OF PROGRAM:

REFERRAL: Carrie Tingley Hospital, Special Education Schools, private physicians, and Crippled Children Services.

RESTRICTIONS: Must usually be 21 and under and a state resident.

FEE: None

NOTES:

NAME: **New Mexico Girls Welfare Home**

ADDRESS: P.O. Box 6038, Station B
Albuquerque, New Mexico 87107 COUNTY: Bernalillo

SUPERINTENDENT: Eloy Mondragon 344-2301

SERVICES: Referral in rehabilitation through the State Correctional Institution is available.

ELIGIBILITY: Emotionally disturbed for girls between 7 and 18 years. Physically handicapped, health impaired, visually handicapped, and speech handicapped for those girls between 13 to 18 years of age.

STAFF: Full time teacher, psychologist, counselor, and nurse, with part time physician and psychiatrist.

TYPE OF PROGRAM: Correctional program for girls up to the age of majority (18 years).

REFERRAL: State with juvenile courts.

RESTRICTIONS: Must be a county and state resident.

FEE: None.

NOTES:

NAME: **New Mexico Health & Social Services Department**

ADDRESS: Post Office Box 818
Deming, New Mexico 88030 COUNTY: Luna

DIRECTOR: Olive Langendorf 546-8822

CONTACT PERSON: Marie Chadwick 546-8822

SERVICES: Direct employment and social services are provided with referrals in medical, educational, health, rehabilitation, recreation, and vocational training such as sheltered workshops work study, and on job training also being available.

ELIGIBILITY: All handicaps except health impaired are provided for individuals of all age groups.

STAFF: Two (2) full time social workers and a nurse.

TYPE OF PROGRAM: Day care and referral.

REFERRALS: Schools, public community members, Department of Hospitals and Institutions, and Crippled Childrens Services.

RESTRICTIONS: Income restriction as follows: $5,000 for family of four, $2600 for head of household, $800 each for first three dependants, $600 for each additional dependant, and $750 for each handicapped dependant. Individuals must be under 21 years of age in some services and 18 years in others. Must be a county resident.

FEE: None

NOTES:

NAME: New Mexico Rehabilitation Center

ADDRESS: "D" Street at Eyman, R.I.A.C.
Roswell, New Mexico 88201

COUNTY: Chaves

DIRECTOR: Irvin E. Ashley Jr., Ed.D.

347-5491

SERVICES: Provide services to assist in the rehabilitation of handicapped and disabled persons through an integrated program of medical, psychological, social and vocational evaluation, and training services.

ELIGIBILITY: Persons who find themselves handicapped or disabled by accidents, disease or birth defects may receive needed physical, mental, social and vocational services.

STAFF: A psychiatrist, a general practitioner, a clinical psychologist a speech pathologist, rehabilitation counselors, a registered pharmacist, medical technicians, physical therapist, trained hospital attendants, and vocational and industrial arts teachers.

TYPE OF PROGRAM: Residential

REFERRAL: Any

RESTRICTIONS:

FEE: Ability to pay basis with needed services never denied.

NOTES:

NAME: **New Mexico School For The Deaf**

ADDRESS: 1060 Cerrillos Road
Santa Fe, New Mexico 87501

COUNTY: Santa Fe

SUPERINTENDENT: James A. Little

983-3321

SERVICES: Direct services are provided in medical, educational, mental and physical health, recreation, vocational training, and social services. Referrals in medical, mental and physical health, rehabilitation, vocational training and employment are also available.

ELIGIBILITY: Aurally handicapped for individuals between 0 and 21 years of age.

STAFF: Full time teachers, psychologist, speech/hearing therapist, audiologist, and nurse with part time physical therapist.

TYPE OF PROGRAM: Residental and day care.

REFERRAL: Physicians, Crippled Childrens Services, Welfare Departments, parents, and public schools.

RESTRICTIONS: Must be a state resident.

FEE: None

NOTES:

NAME: New Mexico School for the Visually Handicapped

ADDRESS: 1900 White Sands Blvd.
Alamogordo, New Mexico 88310 COUNTY: Otero

SUPERINTENDENT: Jerry Watkins 437-3505

SERVICES: Direct service is provided in the fields of educational, physical health, social, recreation, and vocational training such as work study with referrals in medical and employment also being available.

ELIGIBILITY: Mild mentally retarded if also legally blind, visually handicapped for individuals of any age. Also in other handicapped areas, if major problem is severe vision and other handicap is not so as to preclude adjustment to academic and residential environment.

STAFF: Full time teachers, braillist, counselor, nurse, and residential dormitory staff. Also part time psychologist, speech/hearing therapist, social worker, and physician.

TYPE OF PROGRAM: Residential.

REFERRAL: Schools, physician (opthamologists, pediatricians, G.P.s), Public Health Nurses, Social Agencies, and individuals.

RESTRICTIONS: Must be of school age to attend between K through 12. Must be a state resident and must be visually handicapped.

FEE: None

NOTES:

NAME: **New Mexico Society for Autistic Children**

ADDRESS: 944 Green Valley Road, NW
Albuquerque, New Mexico 87107

COUNTY: Bernalillo

PRESIDENT: Joyce C. Leavitt

345-0638

SERVICES: Referrals in medical, educational, mental health, social, rehabilitation, recreation, and vocational training such as sheltered workshops, are provided through this agency.

ELIGIBILITY: Multiple handicapped, emotionally disturbed, severe learning disabled, neurologically impaired, and severe speech handicapped for any individual of any age are all factors of which autism is an important part.

STAFF: Parents, friends, and volunteer professionals.

TYPE OF PROGRAM: Volunteer Parent Group.

REFERRAL: Any

RESTRICTIONS:

FEE:

NOTES:

NAME: **New Mexico State Hospital--Meadows Hospital**

ADDRESS: P.O. Box 1388
Las Vegas, New Mexico 87701

COUNTY: San Miguel

DIRECTOR: John C. McCormark, M.D. 425-6711

HOSPITAL ADMINISTRATOR: Leonard A. Nuckolls 425-6711

SERVICES: Direct service is provided in medical, educational, mental and physical health, rehabilitation, recreation, vocational training such as sheltered workshop and on job training, and employment.

ELIGIBILITY: Mild to profound mentally retarded, multiple handicapped, emotionally disturbed, physically handicapped, learning disabled, aurally handicapped, neurologically impaired, and health impaired for individuals of any age.

STAFF: Full time teacher, psychologist, activity therapist, physical therapist, counselor, social worker, physician, nurse, and psychiatrist. There are also part time physicians, nurses and psychiatrist.

TYPE OF PROGRAM: Residential

REFERRAL: Families, Community Services Coordinators, Department of Hospitals & Institutions, Courts, physicians, and other institutions.

RESTRICTIONS: Income restriction (not specified). Only with regard to Meadows Hospital for the aged and chronically ill. Must be a state resident.

FEE: Ability to pay basis on charges which average $12.00 to $18.00 per day, is one factor in considering admission to Meadows, but is not the sole determination.

NOTES:

NAME: **Ojo Encino Day School**

ADDRESS: Box 157
Cuba, New Mexico 87013 COUNTY:: McKinley

PRINCIPAL: Rosalie Roberts 655-3341

SERVICES: Direct services in education and recreation are provided for. Referrals in the fields of medical & physical health, social, and rehabilitation services are also taken.

ELIGIBILITY: Those mildly mentally retarded between 0 and 6 years of age. All the health impaired with some limitation of the visually and speech handicapped.

TYPE OF PROGRAM: Day care and referral.

STAFF: A full time teacher with part-time help from P.H.S. Staff consisting of a psychologist, speech/hearing therapist, audiologist, social worker, physician, nurse,and psychiatrist.

REFERRAL: Public Health Services, McKinley County Mental Health Center, Social Services, Cuba Public School Evaluation Center, Title I Psychometrist, Learning Resource Center, Crownpoint Boarding School, and Special Education Classes.

RESTRICTIONS: Must be an Indian of the Navajo Tribe.

FEE: None

NOTES:

NAME: **Programs For Children**

ADDRESS: 2600 Marble NE
Albuquerque, New Mexico 87106 COUNTY: Bernalillo

DIRECTOR: Joseph P. Cardillo, Ph.D. 265-1251

CONTACT PERSON: Julia Barker, Intake Supervisor 265-1251

SERVICES: Direct services are available to children up to approximately 15 years of age in medical (limited), educational, mental and physical health, and social services. Referral services are provided in rehabilitation, recreation, vocational training, and employment. Evaluation and treatment of children and their families around developmental problems.

ELIGIBILITY: All handicaps are provided for but only up to approximately 15 years of age.

STAFF: Teacher, psychologist, speech/hearing therapist, counselor, social worker, nurse, psychiatrist, plus other full-time assistance. Also part-time occupational therapist and physician are available.

TYPE OF PROGRAM: Out patient.

REFERRAL: Health and Social Services Department, Crippled Children Services, schools, physicians, parents, word of mouth, etc.

RESTRICTIONS: Services are provided only to those up to approximately 15 years of age.

FEE: Adjustable to income within a range of $0.00 to $30.00 per hour.

NOTES:

NAME: **Pupil Personnel Services**

ADDRESS: 724 Maple SE, P.O. 25704
Albuquerque, New Mexico 87125

COUNTY: Bernalillo

DIRECTOR: Mr. Ernest Stapleton 842-3633

CONTACT PERSON: Dr. Marian Barefoot 842-3755

SERVICES: Direct education of needs provided for with mental and physical health evaluation of TMH only and some work study and on job training for those in High School.

ELIGIBILITY: Those children who are 7 to 21 years of age and are mild to moderate mentally retarded, emotionally disturbed, learning disabled, aurally handicapped, and health impaired, also those who are 7 to 12 years of age and are multiple handicapped, physically handicapped, neurologically impaired, visually handicapped, and speech handicapped.

TYPE OF PROGRAM: Public School

STAFF: Consists of teachers, speech/hearing therapist, physical therapist, social worker, nurse, and aides; some part-time help from a psychologist, psychiatrist, and occupational therapist.

REFERRAL: Teachers, parents, principals, other agencies and school nurses.

RESTRICTIONS: County residents only and do not accept those profoundly handicapped.

FEE: None

NOTES:

NAME: **The Rap Center**

ADDRESS: Box 3854
Las Cruces, New Mexico 88003 COUNTY: Dona Ana

CO-ORDINATOR: Steve Rhinehart 524-8551

SERVICES: The direct service available is in crisis intervention, peer counseling, and drug information. Referrals are also available in medical, education, health, rehabilitation, recreation, vocational training, and employment.

ELIGIBILITY: The emotionally disturbed but there are no diagnosis made to classify any individuals into any handicap.

STAFF: Para-professional volunteers.

TYPE OF PROGRAM: Referral, peer counseling telephone or walk in.

REFERRAL: Southwest Mental Health, Council for Youth, Department of Vocational Rehabilitation, public schools, and State Juvenile Department.

RESTRICTIONS: None

FEE: None

NOTES:

NAME: **Raton Public Schools**

ADDRESS: 500 South 3rd
Raton, New Mexico 87740

COUNTY: Colfax

DIRECTOR: Russell Knudson 445-9111

CONTACT PERSON: Sam Sanchez 445-9881

SERVICES: Direct service is available in educational, social, vocational training such as work study and on job training, and I.A.C.T. Referrals are provided in medical, health, rehabilitation, and employment.

ELIGIBILITY: Mild to profound mentally retarded, emotionally disturbed, and learning disabled for individuals between the age of 7 to 21 years. Also multiple handicapped, physically handicapped, neurologically impaired, and visually handicapped for children between 7 and 12 years of age.

STAFF: Full time teacher with a part time counselor, social worker, physician, and nurse.

TYPE OF PROGRAM: Self-contained classroom with integration into regular classrooms.

REFERRAL: Child Development Center, School for the Blind, physicians, J.F. Kennedy Foundation (Denver).

RESTRICTIONS: There is an age restriction which does not serve those individuals under 6 and over 21 years of age.

FEE: None

NOTES:

NAME: **Recovery, Inc.**

ADDRESS: St. Mark's Episcopal Church Library
431 Richmond, NE
Albuquerque, New Mexico 87106 COUNTY: Bernalillo

LEADER: Viola Whatley 247-2595

SERVICES: Referral services are available in medical, education, mental health, rehabilitation, and recreation.

ELIGIBILITY: Former mental patients and nervous patients.

STAFF:

TYPE OF PROGRAM: Self help.

REFERRAL: Members, Mental Health Agencies, physicians, and psychologists.

RESTRICTIONS: Must be over 18 years of age.

FEE: None

NOTES:

NAME: **The Rehabilitation Center, Inc.**

ADDRESS: 1023 Stanford Dr., NE
Albuquerque, New Mexico 87106

COUNTY: Bernalillo

ADMINISTRATOR: Duane S. Hill .255-5501

CONTACT PERSON: Alyce Richards 255-5501

SERVICES: Both direct and referral services are provided in the fields of medical, educational, physical health, social, rehabilitation, sheltered workshops for vocational training, and cleft palate clinics.

ELIGIBILITY: Mild mentally retarded, multiple handicapped, physically handicapped, neurologically impaired for children between 0 to 21 years, emotionally disturbed for children between 0 and 6 years, and all ages of speech handicapped.

STAFF: Two (2) part time teachers and physicians, with full time psychologist, speech/hearing therapist, occupational therapist, physical therapist counselor, and social worker.

TYPE OF PROGRAM: Out patient.

REFERRAL: Albuquerque Public Schools, hospitals, Health and Social Services Agencies, and the University of New Mexico.

RESTRICTIONS: None

FEE: $1.00 to $16.00 range per visit.

NOTES:

NAME: **St. Joseph/Presbyterian Hospital Home Health Care**

ADDRESS: 400 Walter NE
Albuquerque, New Mexico 87111

COUNTY: Bernalillo

DIRECTOR: Judith Mitchell, R.N.

842-5968

SERVICES: Direct services are available in the fields of medical, educational, physical health, social, and rehabilitation, with referrals in recreation and vocational training also being provided.

ELIGIBILITY: Mentally retarded if referred for home care, neurologically impaired, physically handicapped, and health impaired for individuals of any age.

STAFF: Full time speech/hearing therapist, occupational therapist physical therapist, social worker, eight (8) registered nurses and a part time psychologist if needed.

TYPE OF PROGRAM: Home health care.

REFERRAL: St. Joseph's Hospital, Presbyterian Hospital, Anna Koseman Hospital, physicians, and family.

RESTRICTIONS: Must be homebound in own residence, and be within a 40 mile radius of the hospital.

FEE: $15.00 per visit, which varies and is adjustable to income, if necessary there will be no charge.

NOTES:

NAME: **San Juan Mental Health**

ADDRESS: 805 Municipal Drive Room 109
Farmington, New Mexico 87401 COUNTY: San Juan

DIRECTOR: Thomas S. Evilsizer 327-9825

CONTACT PERSON: Mrs. Dorothy Doerfert, RN
Mrs. Katie Evilsizer 327-9825

SERVICES: Direct service is provided in the fields of medical, mental health, and social service. Referrals in educational, social, rehabilitation, recreation, vocational training, employment, and psychological testing also being made available.

ELIGIBILITY: Mild to profound mentally retarded, emotionally disturbed, learning disabled, and neurologically impaired for individuals of any age.

STAFF: Full time nurse and a psychiatrist, with a part time psychologist.

TYPE OF PROGRAM: Out patient and referral.

REFERRAL: Schools, county, private attorneys, Health and Social Services Department, physicians, clergy, individuals, Bureau of Indian Affairs, and Public Health Services.

RESTRICTIONS: None

FEE: Range adjustable to income.

NOTES:

NAME: **San Juan Prep-School for Physically Handicapped Children**

ADDRESS: 865 North Dustin
Farmington, New Mexico 87401 COUNTY: San Juan

DIRECTOR:: Mrs. Winona C. Roundtree 325-8726

CONTACT PERSON: Mrs. James Brown 632-3998

SERVICES: Direct services in educational and mental and physical health are available.

ELIGIBILITY: Multiple handicapped, physically handicapped, aurally handicapped, visually handicapped, and speech handicapped for children between 0 and 6 years of age.

STAFF: Part time teacher and volunteers.

TYPE OF PROGRAM: Day care.

REFERRAL: New Mexico Social Services Agency, San Juan County Health Department, University of New Mexico Programs for Children, New Mexico State Health Department and by word of mouth.

RESTRICTIONS: Only pre-schoolers are accepted and must be physically handicapped and a county resident.

FEE: None

NOTES:

NAME: **Services for the Blind**

ADDRESS: P.O. Box 197
Santa Fe, New Mexico 87501

COUNTY: Santa Fe, but serves the entire state.

DIRECTOR: Harold W. Bruce

827-2301

SERVICES: Direct services in medical, educational, physical and mental health, rehabilitation, recreation, sheltered workshops, work study, on job training, and employment are provided.

ELIGIBILITY: Visually handicapped for individuals between 13 and 21 years of age.

STAFF: Full time teacher, psychologist, braillist, counselor, and social worker, with part time physicians and psychiatrist.

TYPE OF PROGRAM: Residential, out patient, and referral.

REFERRAL: Schools, physicians, Community Health Programs individuals, and Social Services Agencies.

RESTRICTIONS: Must be within the legal definition of blindness of 20/70 with best correction in the best eye.

FEE: None

NOTES:

NAME: **Silver City Consolidated School District No. 1**

ADDRESS: Curriculum & Special Services
Bin 1060
Silver City, New Mexico 88061

COUNTY: Grant

DIRECTOR: Dr. Fred Pomeroy 538-3441

CONTACT PERSON: Mr. Horace Cordova 538-2342

SERVICES: Direct educational, trainable, and work study services are provided.

ELIGIBILITY: Moderate mentally retarded and learning disabled for children between 7 and 21 years. Physically handicapped and speech handicapped for children between 7 and 12 years of age.

STAFF: Full time teachers and part time counselor and nurse.

TYPE OF PROGRAM: Day care during the school day.

REFERRAL: Cobre School District, Special School for Special Children, district parents and teachers.

RESTRICTIONS: Income restriction according to state funding formula, must be a county resident, and the size of district regulates or negates services of highly trained specialists.

FEE: None

NOTES:

NAME: **Social Services Agency of H.S.S.D.**

ADDRESS: P.O. Box 368
Raton, New Mexico 87740

COUNTY: Colfax, also serves Union & Harding

DIRECTOR: Mrs. Sarah G. Brannon

445-8578

SERVICES: Direct social services are provided with referrals in medical, educational, health, rehabilitation, recreation, vocational training, and employment also being made available.

ELIGIBILITY: Referral only for all age groups and levels of all handicaps.

STAFF:

TYPE OF PROGRAM: Referral.

REFERRAL: Any

RESTRICTIONS: Income restriction (not specified)

FEE: None.

NOTES:

NAME: **Southwest Mental Health Center**

ADDRESS: 575 North Main
Las Cruces, New Mexico 88001

COUNTY: Dona Ana

DIRECTOR: Dr. Joe B. Alexander 526-6604

CONTACT PERSON: Judith Messal 526-6604

SERVICES: Direct physical health service available with referrals in medical, vocational training, and employment.

ELIGIBILITY: Emotionally disturbed for individuals of any age.

STAFF: Full time psychologist, counselor, nurse, and psychiatrist.

TYPE OF PROGRAM: Out patient and referral.

REFERRAL: Schools, courts, juvenile offices, police, and individuals.

RESTRICTIONS: None

FEE: $0.50 to $30.00 range per visit, with the range adjustable to income.

NOTES:

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NAME: **Southwest Special Education Instructional Materials Center**

ADDRESS: 301 West Amador Avenue
Las Cruces, New Mexico 88001

COUNTY: Dona Ana

DIRECTOR: Marjean S. Spayer 526-2644

CONTACT PERSON: Lynn Coburn 523-7750

SERVICES: Direct educational consultant and materials lending service is provided.

ELIGIBILITY: Services to teachers of special education children.

STAFF: Full time consultant.

TYPE OF PROGRAM: Support services for the classrooms.

REFERRAL: Public schools, State Department of Education, and private schools.

RESTRICTIONS: Seventeen (17) school districts in the southwestern quarter of New Mexico.

FEE: None

NOTES:

NAME: **Special Education**

ADDRESS: 301 West Amador Avenue
Las Cruces, New Mexico 88001

COUNTY: Dona Ana

DIRECTOR: John S. Stablein, Supt. 524-2894

CONTACT PERSON: Marjean S. Spayer 526-2644

SERVICES: Direct service in educational and vocational training, such as work study and on job training, is provided. Referrals in medical, mental and physical health, social, rehabilitation, and recreation are also available.

ELIGIBILITY: Mild to moderate mentally retarded, multiple handicapped, mild emotionally disturbed, physically handicapped, and health impaired for individuals of ages 7 to 21 years. Learning disabled for Junior High Students only and speech handicapped for children between 7 and 12 years of age.

STAFF: Full time teachers, speech therapist, nurse, and psychologist. Part time physical therapist (volunteer).

TYPE OF PROGRAM: Public school.

REFERRAL: Parents, teachers, school and private counselors, or psychologists, New Mexico State University, Pre-school, Association for Retarded Children, and other special education groups.

RESTRICTIONS: Must be between the age of 6 and 21 years, a resident of the school district, and must meet the New Mexico State Standards for special education.

FEE: None

NOTES:

NAME: **Special Education Center**

ADDRESS: 722 Silver, SE
Albuquerque, New Mexico 87102 COUNTY: Bernalillo

DIRECTOR: Marilynn Henley 242-6304

SERVICES: Direct and referral services in educational and mental and physical health are available.

ELIGIBILITY: Emotionally disturbed, physically handicapped, learning disabled, and speech handicapped for children between 6 and 12 years of age.

STAFF: A full time teacher and a psychologist, with a part time speech/hearing therapist.

TYPE OF PROGRAM: Educational day school.

REFERRAL: Individual or parent.

RESTRICTIONS: Must be between the age of 6 and 12 years.

FEE: $25.00 to $125.00 range per month with the range adjustable to income.

NOTES:

NAME: **Section of Speech Pathology – Lovelace Clinic**

ADDRESS: 5200 Gibson, S.E.
Albuquerque, New Mexico 87108

COUNTY: Bernalillo

DIRECTOR: Dr. D.E. Kilgore, Jr. 842-7073

CONTACT PERSON: Karl Hattler, Ph.D. 842-7261
Director of Audiology and
Speech Pathology

SERVICES: Direct and referral services in rehabilitation are provided.

ELIGIBILITY: Speech therapy for mild mentally retarded, learning disabled, neurologically impaired, and speech handicapped for individuals of any age group.

STAFF: Three (3) full time speech/hearing therapists and two (2) full time and one (1) part time audiologists.

TYPE OF PROGRAM: In patient and out patient.

REFERRAL: School counselors, self, M.D.'s, other speech agencies, Albuquerque Public School Special Education Coordinators, and American Cancer Society.

RESTRICTIONS: Must agree to be financially responsible for all bills.

FEE: $8.69 per visit.

NOTES:

NAME: **District V. LHDSMD State Health Agency**

ADDRESS: 555 South Alameda Avenue
Las Cruces, New Mexico 88001

COUNTY: Dona Ana

DIRECTOR: Mr. O.A. Fournier 526-6617

SERVICES: Direct service in physical health, and with Crippled Children Services is available.

ELIGIBILITY: Multiple handicapped, physically handicapped and health impaired for individuals of any age.

STAFF: Full time social worker, physicians, and nurses.

TYPE OF PROGRAM:

REFERRAL: Any

RESTRICTIONS:

FEE:

NOTES:

NAME: **Students, Inc.**

ADDRESS: 555 South Alameda
Las Cruces, New Mexico 88001

COUNTY: Dona Ana

DIRECTOR: Javier Vargas

523-5618

SERVICES: Direct service in education, on job training, and employment is available. Referrals in medical, health, and social, rehabilitation, and recreation are also provided.

ELIGIBILITY: Mild mentally retarded for children between 13 and 21 years of age.

STAFF:

TYPE OF PROGRAM: Set up to assist youth in acquiring work experience for future needs.

REFERRAL: Department of Vocational Rehabilitation, Council for Youth, and schools.

RESTRICTIONS: Must be between 13 and 21 years of age.

FEE: None

NOTES:

NAME: **Telephone Pioneers of America**

ADDRESS: 201 Third NW or P.O. Box 1355
Albuquerque, New Mexico 87103 COUNTY: Bernalillo

PRESIDENT: Mrs. Georgiana Holcomb 765-6106

SERVICES: Provides visual and audio screening to children between 4 and 6 years of age.

ELIGIBILITY: Those children who are physically or visually handicapped and between the age of 4 to 6 years.

TYPE OF PROGRAM:

STAFF:

REFERRAL: Pre-School and Kindergartens.

RESTRICTIONS: Must be between 4 to 6 years of age

FEE: None

NOTES:

NAME: **Training Center for Exceptional Children**

ADDRESS: 1520 West Cherry
Portales, New Mexico 88130

COUNTY: Roosevelt

DIRECTOR: Ruth Bolin 356-4001

CONTACT PERSON: Dolores Penrod 356-8403

SERVICES: Direct services are provided in educational, social, rehabilitation, recreation, and pre-vocational training.

ELIGIBILITY: All handicaps if they are profound and the child is aged 0 to 21 years and cannot function in regular or special education classrooms in public schools.

STAFF: Full time teacher and aide with part time speech/hearing therapist, audiologist, social worker, and nurse.

TYPE OF PROGRAM: Trainable classroom with public schools and day care.

REFERRAL: Social Services, Community Services Center, public schools, physicians, and welfare.

RESTRICTIONS: None

FEE: None

NOTES:

NAME:: **United Cerebral Palsy Association of New Mexico**

ADDRESS: 2608 Monroe NE
Albuquerque, New Mexico 87110

COUNTY: Bernalillo
but serves entire state

EXECUTIVE DIRECTOR: Ed Gignac 265-5111

SERVICES: Direct services are provided to children of all ages in social, recreation, and counseling. Referrals are provided in rehabilitation, recreation, vocational training such as sheltered workshops, counseling, medical, educational, physical health, and social services.

ELIGIBILITY: If the individual is cerebral palsied and any of the following: mentally retarded, multiple handicapped, emotionally disturbed, physically handicapped, neurologically impaired, visually handicapped, or speech handicapped.

STAFF: None directly.

TYPE OF PROGRAM: Contract or provide financial support for existing facilities.

REFERRAL: Physicians, nurses, schools, and other agencies.

RESTRICTIONS: Must be a resident of the state.

FEE: None

NOTES:

NAME: **Visiting Nursing Service, Inc.**

ADDRESS: 815 Vassar Drive, NE
Albuquerque, New Mexico 87106 COUNTY: Bernalillo

EXECUTIVE DIRECTOR: Muriel R. James 265-5935

SERVICES: Provide direct patient care in the homes of individuals requiring specific care. Referrals are also available in the fields of medical, physical health, rehabilitation and nursing care.

ELIGIBILITY: All ages are provided for to individuals who are mild to profound mentally retarded, the physically handicapped, and those who are health impaired.

STAFF: Nurse and nursing assistants.

TYPE OF PROGRAM: Nursing services in the patient's home.

REFERRAL: Physicians, Bernalillo County Medical Center Clinics and the Welfare Department.

RESTRICTIONS: Must be a county resident.

FEE: Based upon ability to pay.

NOTES:

NAME: **Vista Larga Therapeutic School**

ADDRESS: 2600 Marble NE
Albuquerque, New Mexico 87106 COUNTY: Bernalillo

DIRECTOR: Joseph P. Cardillo, Ph.D. 265-1251

CONTACT PERSON: Julia Barker, Intake Supervisor 265-1251

SERVICES: Direct services are available to children up to approximately 15 years of age in medical (limited), educational, mental and physical health, and social services. Referral services provided in rehabilitation, recreation, vocational training, and employment. Evaluation and treatment of children and their families around developmental problems.

ELIGIBILITY: All handicaps are provided for but only up to approximately 15 years of age.

STAFF: Teacher, psychologist, speech/hearing therapist, counselor, social worker, nurse, psychiatrist, plus other full time assistance. Also part-time occupational therapist and physician are available.

TYPE OF PROGRAM: Out patient.

REFERRAL: Health and Social Services Department, Crippled Children Services, schools, physicians, parents, word of mouth, etc.

RESTRICTIONS: Services are provided only to those up to approximately 15 years of age.

FEE: Adjustable to income within a range of $0.00 to $30.00 per hour.

NOTES:

NAME: **Zia School and Therapy Center for Handicapped Children**

ADDRESS: 900 1st Street
Alamogordo, New Mexico 88310 COUNTY: Otero

DIRECTOR: George W. Cardell 437-3040

SERVICES: Direct services for educational, health, social, rehabilitation, recreation, & employment are provided. Also, referral service in medical, health, social rehabilitation, sheltered workshop, work study, on job training, and employment are available.

ELIGIBILITY: Mild mentally retarded, multiple handicapped, emotionally disturbed, physically handicapped, aurally handicapped, neurologically impaired, speech handicapped for individuals of any age. Also to the learning disabled between 7 and 12 years of age.

STAFF: Full time teachers, speech/hearing therapist, physical therapist, and nurse. Part time teacher, psychologist audiologist, physical therapist, counselor, social worker, and psychiatrist.

TYPE OF PROGRAM: Day care.

REFERRAL: Any

RESTRICTIONS:

FEE:

NOTES::

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NAME: **Commission For the Blind**

ADDRESS: 444 Executive Center Blvd.
El Paso, Texas 79902

COUNTY: El Paso

AREA SUPERVISOR: Gus Georges

532-2468

SERVICES: Direct medical and rehabilitational services are provided. Referrals in educational, physical health, social, recreation, vocational training, and employment are also available.

ELIGIBILITY: Visually handicapped for individuals of any age.

STAFF: Full time rehabilitation teacher and a counselor, with a part time Braillist.

TYPE OF PROGRAM: Rehabilitation

REFERRAL: Public Health Clinics, nurses, physicians, school nurses, and other school personnel, other agencies, and individuals.

RESTRICTIONS: Must be a state resident and there is an income restriction with respect to physical restoration.

FEE: None

NOTES:

NAME: **El Paso Rehabilitation Center**

ADDRESS: 2630 Richmond
El Paso, Texas 79930

COUNTY: El Paso

DIRECTOR: Robert W. White, Jr. 566-2956

SERVICES: Direct medical and rehabilitational services are provided.

ELIGIBILITY: Mild to profound mentally retarded, multiple handicapped, physically handicapped, neurologically impaired, and speech handicapped for individuals of any age.

STAFF: Full time speech/hearing therapist, audiologist, occupational therapist, physical therapist, and social worker, with part time psychologist, counselor, and physician.

TYPE OF PROGRAM: Out patient.

REFERRAL: Physicians, public schools, Public Health Clinics Texas Rehabilitation Commission, and other private and public welfare agencies.

RESTRICTIONS: None

FEE: $0.00 to $50.00 per visit with the range adjustable to income.

NOTES:

NAME: **Goodwill Industries**

ADDRESS: 5301 El Paso Drive
El Paso, Texas 79905

COUNTY: El Paso

DIRECTOR: Robert Harned 778-3371

CONTACT PERSON: Ann G. Dunn 778-3371

SERVICES: Direct services in social, rehabilitation, recreation, employment, and vocational training such as sheltered workshops are provided. Referrals in medical, educational mental and physical health also available.

ELIGIBILITY: All handicaps are served for individuals of any age.

STAFF:

TYPE OF PROGRAM: Workshop (semi-sheltered)

REFERRAL: Texas Rehabilitation Commission, State Department of Public Welfare, State Commission for the Blind, Salvation Army, and Texas Employment Commission.

RESTRICTIONS: Must be a state resident.

FEE: $125.00 per month.

NOTES:

NAME: **Memorial Park School**

ADDRESS: P.O. Box 3035
El Paso, Texas 79923

COUNTY: El Paso

DIRECTOR: Edith Zanker

565-5896

SERVICES: Direct service is provided in educational and mental health, with referrals in rehabilitation and recreation.

ELIGIBILITY: All degrees of mental retardation for individuals between 3 and 21 years of age.

STAFF: Ten (10) full time teachers, a speech/hearing therapist and a counselor, with part time social worker, counselor, and nine (9) aides.

TYPE OF PROGRAM: Day care.

REFERRAL: El Paso Center on Mental Health and Mental Retardation, El Paso Rehabilitation Center, El Paso Public School District, Ysleta Public School District, and El Paso Health Clinics.

RESTRICTIONS: Must be between 3 and 21 years of age.

FEE: $25.00 to $50.00 per month with the range adjustable to income. No tuition for those on welfare or for children covered by Texas Education Agency under Plan A of the Texas Education Code.

NOTES:

NAME: **Memorial Park School for Retarded Children**

ADDRESS: 3410 Morenci
El Paso, Texas 79903

COUNTY: El Paso

DIRECTOR: Mrs. Edith Zanker

565-5896

SERVICES: Direct educational and recreational services are provided with referrals in medical, mental health, social, rehabilitation, and vocational trafning also being made available.

ELIGIBILITY: Moderate to profound mentally retarded and multiple handicapped for individuals between 3 and 21 years of age.

STAFF: Full time teacher, a speech/hearing therapist, and a counselor, with a part time social worker.

TYPE OF PROGRAM: Day care.

REFERRAL: El Paso Rehabilitation, El Paso Child Guidance Center, El Paso Public Schools, Ysleta Public Schools, and health clinics.

RESTRICTIONS: Must be between 3 and 21 years of age, and accepted only if there is room available.

FEE: There is no charge for those on welfare or for children covered by State Funds from Texas Education Agency. There is a $0.00 to $50.00 range per month which is adjustable to income.

NOTES:

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NAME: **Phillip M. Prieto Jr.–Private Office for Physical Therapy**

ADDRESS: 1900 North Oregon
El Paso, Texas 79902

COUNTY: El Paso

DIRECTOR: Phil Prieto, M.D.

544-2981

SERVICE: Direct service in rehabilitation and physical health is provided.

ELIGIBILITY: Moderate mentally retarded and neurologically impaired for children between 0 and 6 years of age and the physically handicapped for individuals of any age.

STAFF: Full time physical therapist.

TYPE OF PROGRAM: Out patient

REFERRAL: Physicians.

RESTRICTIONS: None

FEE: $8.00 to $10.00 per visit.

NOTES:

NAME: **Texas Rehabilitation Commission**

ADDRESS: 6040 Surety Drive
El Paso, Texas 79905

COUNTY:: El Paso

DIRECTOR: J.A. Abernathy
Area Supervisor

779-6151

SERVICES: Direct medical, educational, mental and physical health, social rehabilitation, vocational training such as sheltered workshops, work study, and on job training, and employment services are provided through this agency.

ELIGIBILITY: All types of handicaps are served for individuals who are 16 years of age and older.

STAFF: A full time psychologist and a counselor.

TYPE OF PROGRAM: Vocational Rehabilitation Program.

REFERRAL: Hospitals, Employment Commission, doctors, other state and federally funded agencies, schools, and individuals.

RESTRICTIONS: Generally only serve those individuals between 16 and 60 years of age. Must be a state resident. There must be an existence of mental or physical disability, disability must be a vocational handicap and strong likelihood that services will enable person to enter or re-enter employment.

FEE: None

NOTES:

NAME: **Texas Rehabilitation Commission**

ADDRESS: 5160 El Paso Drive
6040 Surety Drive
El Paso, Texas 79905

COUNTY: El Paso & Hudspeth

DIRECTOR: Jim Lock
Jim Abernathy Joint

799-6151

SERVICES: Provide direct social and employment services and purchase services in medical, educational, mental and physical health, rehabilitation, and vocational training such as sheltered workshops, work study, and on job training.

ELIGIBILITY: All handicaps are accepted with no upper or lower age limits, except as mediated by work laws and/or the ability to work.

STAFF: A full time teacher, a psychologist, and a counselor.

TYPE OF PROGRAM: Out patient and referral

REFERRAL: Schools, hospitals, physicians, private individuals, and state, federal, county, and other agencies.

RESTRICTIONS: Income restriction based on economic need, must be a state resident and show evidence of legal residence and an age restriction as mediated by work laws and/or ability to work.

FEE: None

NOTES:

NAME: **United Cerebral Palsy Association of El Paso, Inc.**

ADDRESS: 3001 Fort Blvd.
El Paso, Texas 79930 COUNTY: El Paso

DIRECTOR: Cathy J. Benavidez 566-9613

SERVICES: Direct service in health through day care.

ELIGIBILITY: Those individuals who are cerebral palsied of any age and may also be profound mentally retarded, multiple handicapped, physically handicapped, health impaired, visually handicapped, and speech handicapped.

STAFF: Four (4) full time staff members and a part time physician.

TYPE OF PROGRAM: Day Care.

REFERRAL: Welfare, Rehabilitation Center, Thomason General Hospital, private doctors, and social workers.

RESTRICTIONS: Must be a resident of the city and/or county.

FEE: Depends on the take home money after deductions, and is not more than $7.00 per week. Those on welfare are not charged.

NOTES:

LISTING OF
NEW MEXICO PUBLIC SCHOOL
SPECIAL EDUCATION PROGRAMS

For the 1974-1975 school year, the New Mexico public school special education programs will incorporate four service options to provide for the nine exceptionalities as stated by the *Guidelines for Special Education*. Those exceptionalities are listed as follows: 1) behaviorally disordered, 2) communication disordered, 3) gifted, 4) hearing impaired (deaf), 5) learning disabled, 6) mentally retarded (educable and trainable), 7) multiply disabled, 8) physically impaired, and 9) visually impaired (blind). The four program options are categorized as follows:

Level of Special Learning Needs of Exceptional Child	**Recommended Program Provision & Description**	**What Happens to Child**
A. Minimal Child's special learning needs are such that he does not require a basic modification of the regular curriculum but can remain full time in the regular classroom with support and back-up.	Resource Teacher, Suggested ratio 1/30-35. Special teacher serves a number of teachers with exceptional students and travels from class to class/school to school assisting teachers and children on a part-time basis.	Child is given special help in the regular classroom and is taught primarily by regular classroom teacher who is assisted by the resource teacher.
B. Mild Child's special learning needs are such that he does not require a basic modification of the regular curriculum but does need additional, intensive remedial assistance outside the classroom.	Resource Room Suggested ratio 1/18-24. Special teacher is permanently based and works with children on a regular parttime basis.	Child is given special help in the resource room by the resource room teacher who coordinates with the regular classroom teacher. Child is taught primarily by the regular classroom teacher.
C. Moderate Child's special learning needs are such that content, methods and/or pacing in the regular classroom are inappropriate and must be modified.	Special Education Class Suggested ratio 1/10-15. Special teacher works with a group (class) of children on a part to full-time basis and integrates children into regular program to greatest extent possible.	Child is taught by special teacher in special classroom and by the regular classroom teacher for integration activities.
D. Severe Child's special learning needs are such that the regular classroom program is totally inappropriate and unresponsive. An individualized total program is required.	Special Education Class Suggested ratio 1/4-8. Special teacher works with small group of children on a highly structured, full-time basis and integrates children into regular program if possible.	Child is taught by special teacher in special classroom.

NOTE:

Not shown on the chart are the logical upper and lower extremities of the continuum of placement alternatives for the exceptional child: regular classroom placement with no special support wa ranted and institutional placement with a full complement of treatment warranted.

The following eighty-two of the eighty-eight school districts provide special education programs. For further information on the educational programs please contact the superintendent of the following districts.

Alamogordo Public Schools Post Office Box 617 Alamogordo, New Mexico 88310	437-4010
Albuquerque Public Schools Box 1927 Albuquerque, New Mexico 87103	842-3633
Animas Public Schools Animas, New Mexico 88020	548-2258
Artesia Public Schools 1106 West Quay Artesia, New Mexico 88210	746-3585
Aztec Public Schools 500 East Zia Aztec, New Mexico 87410	334-6827
Belen Public Schools 221 South Fourth Belen, New Mexico 87002	864-4466
Bernalillo Public Schools Post Office Box 128 Bernalillo, New Mexico 87004	867-2317
Bloomfield Public Schools Bloomfield, New Mexico 87413	632-3316
Capitan Public Schools Box 278 Capitan, New Mexico 88316	354-2238

Carlsbad Public Schools
103 West Hagerman Street
Carlsbad, New Mexico 88220 887-2821

Carrizozo Public Schools
Carrizozo, New Mexico 88301 648-2451

Central Public Schools
Box 848
Kirtland, New Mexico 87417 598-5966

Chama Valley Public Schools
Post Office Drawer 10
Tierra Amarilla, New Mexico 87575 588-7285

Cimarron Public Schools
Drawer C
Cimarron, New Mexico 87714 376-2241

Clayton Public Schools
323 South 5th
Clayton, New Mexico 88415 374-9611

Cloudcroft Public Schools
Box 198
Cloudcroft, New Mexico 88317 682-2524

Clovis Public Schools
8th and Pile Streets
Clovis, New Mexico 88101 763-3487

Cobre Public Schools
Bin R
Bayard, New Mexico 88023 537-3371

Cuba Public Schools
Post Office Box 68
Cuba, New Mexico 87013 289-3358

Deming Public Schools
501 West Florida
Deming, New Mexico 88030 546-8841

Des Moines Public Schools Box 38 Des Moines, New Mexico 88418	278-2611
Dexter Public Schools Dexter, New Mexico 88230	734-5420
Dora Public Schools Box 327 Dora, New Mexico 88115	477-8518
Dulce Public Schools Dulce, New Mexico 87528	759-3225
Encino Public Schools Post Office Box 125 Encino, New Mexico 88321	845-2308
Espanola Public Schools Post Office Box 249 Espanola, New Mexico 87532	753-2251
Estancia Public Schools Post Office Box 68 Estancia, New Mexico 87016	384-2243
Eunice Public Schools Box 128 Eunice, New Mexico 88231	394-2524
Farmington Public Schools Post Office Box 660 Farmington, New Mexico 87401	325-3531
Floyd Public Schools Floyd, New Mexico 88118	478-6384
Fort Sumner Public Schools Box 387 Fort Sumner, New Mexico 88119	355-7734
Gadsden Public Schools Post Office Drawer 70 Anthony, New Mexico 88021	922-2412

Gallup Public Schools Post Office Box 1318 Gallup, New Mexico 87301	722-3891
Grants Public Schools Post Office Box 8 Grants, New Mexico 87020	287-3652
Hagerman Public Schools Post Office Drawer B Hagerman, New Mexico 88232	752-3552
Hatch Public Schools Box 799 Hatch, New Mexico 87937	267-4241
Hobbs Public Schools Post Office Box 1040 Hobbs, New Mexico 88240	393-9183
Hondo Valley Public Schools Hondo, New Mexico 88336	653-4411
Jal Public Schools Box 1386 Jal, New Mexico 88252	395-2101
Jemez Mountain Public Schools Box 121 Gallina, New Mexico 87017	638-5491
Jemez Springs Public Schools Canyon Route, Box 4A Jemez Pueblo, New Mexico 87024	829-2725
Lake Arthur Public Schools Box 98 Lake Arthur, New Mexico 88253	746-3917
Las Cruces Public Schools 301 West Amador Avenue Las Cruces, New Mexico 88001	524-2894

Las Vegas City Public Schools 901 Douglas Avenue Las Vegas, New Mexico 87701	425-6784
Las Vegas West Public Schools Post Office Drawer J Las Vegas, New Mexico 87701	425-9316
Logan Public Schools Box 67 Logan, New Mexico 88426	487-2252
Lordsburg Public Schools 501 West 4th Lordsburg, New Mexico 88045	542-9361
Los Alamos Public Schools Post Office Drawer 90 Los Alamos, New Mexico 87544	662-4141
Los Lunas Public Schools Post Office Box 298 Los Lunas, New Mexico 87031	865-9636
Loving Public Schools Box 237 Loving, New Mexico 88256	745-3612
Lovington Public Schools Box 1537 Lovington, New Mexico 88260	396-2891
Magdalena Public Schools Post Office Box 24 Magdalena, New Mexico 87825	854-2249
Maxwell Public Schools Box 275 Maxwell, New Mexico 87728	375-2371
Melrose Public Schools Box 338 Melrose, New Mexico 88124	253-4267

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Mora Public Schools Post Office Box 188 Mora, New Mexico 87732	387-2224
Moriarty Public Schools Moriarty, New Mexico 87035	832-4212
Mosquero Public Schools Mosquero, New Mexico 87733	673-2271
Mountainair Public Schools Post Office Box 456 Mountainair, New Mexico 87036	847-2333
Ojo Caliente Public Schools El Rito, New Mexico 87530	581-4505
Pecos Public Schools Drawer 1 Pecos, New Mexico 87552	757-6126
Penasco Public Schools Post Office Box 318 Penasco, New Mexico 87553	587-2230
Pojoaque Public Schools Post Office Drawer P Santa Fe, New Mexico 87501	455-2284
Portales Public Schools Post Office Box 779 Portales, New Mexico 88130	356-6641
Questa Public Schools Post Office Box 304 Questa, New Mexico 87556	586-0421
Raton Public Schools Post Office Box 940 Raton, New Mexico 87740	445-3331

Roswell Public Schools 200 West Chisum Street Roswell, New Mexico 88201	622-8942
Roy Public Schools Roy, New Mexico 87743	485-2242
Ruidoso Public Schools Drawer 430 Ruidoso, New Mexico 88345	257-2281
San Jon Public Schools Box 5 San Jon, New Mexico 88434	576-2921
Santa Fe Public Schools 610 Alta Vista Santa Fe, New Mexico 87501	982-2631
Santa Rosa Public Schools 344 4th Street Santa Rosa, New Mexico 88435	472-3171
Silver City Public Schools Post Office Bin 1060 Silver City, New Mexico 88061	538-3441
Socorro Public Schools Post Office Box 1157 Socorro, New Mexico 87801	835-0300
Springer Public Schools Post Office Box 308 Springer, New Mexico 87747	483-2662
Taos Public Schools Post Office Box 1277 Taos, New Mexico 87571	758-2491
Tatum Public Schools Box 685 Tatum, New Mexico 88267	398-4455

Texico Public Schools
Post Office Box 237
Texico, New Mexico 88135 482-3661

Truth or Consequences Public Schools
Box 952
Truth or Consequences, New Mexico 87901 894 2573

Tucumcari Public Schools
Box 1046
Tucumcari, New Mexico 88410 461-3910

Tularosa Public Schools
504 First Street
Tularosa, New Mexico 88352 585-2782

Vaughn Public Schools
Post Office Box 158
Vaughn, New Mexico 88353 845-2283

Wagon Mound Public Schools
Wagon Mound, New Mexico 87752 666-2206

APPENDIX D

SURVEY ON THE CEREBRAL PALSIED CHILD IN NEW MEXICO[1]

John E. Martin, M.A.

Carrie Tingley Hospital for Crippled Children

August, 1974

This survey was conducted in the winter and spring of 1974 in order to obtain basic information on cerebral palsied children in the state of New Mexico. The purpose for such information would be to aid in therapeutic and educational planning for these handicapped individuals. Specifically, four questions were asked:

1. How many cerebral palsied children are there in New Mexico?
2. Where are these children located in the state?
3. What are their ages?
4. What services have been or are being provided to them?

Cerebral palsied children were defined as those individuals under 21 years of age prior to January 1, 1974, who had been medically diagnosed as cerebral palsied (CP).

PROCEDURE

The survey procedure was divided into four major phases, as follows: 1. Compile Master List of names, sex, birthdates and addresses of CP children in the state. Numerous state and private agencies were contacted for this information, including Crippled Children's Services (CCS), Carrie Tingley Hospital for Crippled Children, the New Mexico Elks Cerebral Palsy Association, Los Lunas Hospital and Training School, the State Dept. of

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[1] This study made possible through a grant from the Southwest Regional Resource Center for the Handicapped, New Mexico State Univ., Las Cruces, N.M., Winter/Spring, 1974

Education (Special Education and Vocational Rehabilitation), the Indian Health Service, and most Public Health Departments. While some agencies provided only initials, to preserve confidentiality, most contacted agencies were very cooperative.

2. Obtain Basic Information on CP children via mail-out parent questionaires. Survey questionaires were mailed to the homes of the CPs and/or the private or public programs they were reported to be in. Postage-paid envelopes were enclosed for return of the questionaires to the surveyor.

3. Follow-up on families/programs that did not return questionaires, was conducted so that information could be obtained. This was principally conducted by CCS caseworkers and Carrie Tingley Hospital, either by phone, letter or personal visit.

4. Analysis of obtained information was conducted through the use of the computer facilities at New Mexico State University (Las Cruces).

RESULTS

Number: A total of 893 CP children were identified in the state of New Mexico. Using 1970 census figures, the incidence of identified CP children in New Mexico was therefore found to be 1.94 per 1000 persons under 21 years of age.

Sex Ratio: Of the 893 identified CP children, 484 (54.2%) were males and 396 (44.3%) were females (gender was not known for 13 children).

Location: Numbers of CP children, with corresponding incidence levels per 1000 population, are shown by county in Table 1.

Counties with the most identified CP children were Bernalillo with 199 (22.3% of total in state), Dona Ana with 66 (7.4%) and Lea with 57 (6.4%). Counties with the least number of identified CP children included DeBaca, Harding and Union with zero, and Catron with one. Current addresses were unavailable on 79 CP children.

Age: The numbers of identified CP children in the state according to major age classifications was as follows:

Pre-school Age (0-5yrs.)	102	(11.4%)
School Age (6-18 yrs.)	677	(75.8%)
Post-school Age (19 & 20yrs)	97	(10.9%)
Age Not Known, but under 21yrs	17	(1.9%)
TOTAL	893	(100%)

Table 2 provides a more detailed age subdivision by counties.

Survey Return: Of the 893 identified CP children, a total of 491 surveys were returned completed or partially completed. Informants, who filled out and returned the surveys, were as follows:

CP Child's	Mother or Father	332	(67.6%)
	Sister or Brother	15	(3.1%)
	Friend of Family	3	(0.6%)
	Child him/herself	1	(0.2%)
	Other - caseworker, therapist or teacher	140	(28.5%)
	TOTAL	491	(100%)

Services Provided: The following provides the numbers of respondent CP children (children for whom questionaires were completed and returned) reported to be receiving or not receiving different services:

Service	Number Currently Receiving	Formerly Received	Never Received	Percent Served Currently or Formerly
1. Medical	286	90	102	78.6%
2. Education	250	20	66	74.4%
3. Physical Therapy	154	180	151	68.9%
4. Institutional Care	163	27	293	39.3%
5. Speech Therapy	103	83	299	38.3%
6. Occupational Ther.	42	65	377	22.1%
7. Vocational Train.	26	4	453	6.2%

It should be noted that the medical treatment had to be related to the cerebral palsy (as stated on the questionaire). All services data included CP children of all ages except for education which only included 336 respondents of school age and over (6-21 years).

Of the 336 respondents to the educational services question, 82 (24.4%) were reported to be in a regular classroom; 167 (49.7%) were in a "special classroom", one (0.3%) has a homebound teacher and 20 (6.0%) were reported to have been receiving one of the aforementioned educational services at one time but not currently. A total of 66 (19.6%) were never provided educational services, according to the informant.

Abilities (Level of Handicap): Tables 3 through 8 contain survey results pertaining to physical, communicative and academic abilities.

Physical Abilities - Of 467 respondents to the question, aged three to 21 years, 157 of the CP children (33.6%) could "walk well," 164 (35.1%) were reported to walk, but with problems and may use aids. A total of 146 (31.3%) were said to not walk at all.

With regard to arm and hand functioning, out of a total of 459 respondents aged two to 21 years, 287 (62.5%) were said to use at least one arm and hand well; 100 (21.8%) were reported to use one arm and hand but not very well ("...can point"), and 72 (15.7%) to use neither arm or hand ("...cannot point"). Percentage breakdowns for specifically the school-aged were very similar.

Communication Abilities - In speech, of the 474 respondents two years and over it was reported that 185 (39.0%) could "talk well," while 105 (22.2%) had "problems" talking but could talk, and the same

number, 105 (22.2%) could not talk but "seem to understand what is said." A total of 79 (16.6%) were reported to not talk or understand what is said. Thus, more than one-third of the CP respondents had no speech.

In nonverbal communicative areas, out of a total of 398 respondents over five years of age, 188 CP children (47.2%) were said to write or print legibly; 9 (2.2%) were reported to be unable to write but who used a typewriter. A total of 5 (1.2%) were reported to use a language board and 196 (49.4%) reportedly did not write, type or use a language board. Thus, approximately one-half of the school-aged CP respondents had essentially no form of written communication capabilities.

Academic Abilities - Of the 338 respondents (aged 7 to 21) to the academic abilities questions, a total of 106 (31.4%) of the children were reported to read "well" ("can read a book"), 69 (20.4%) could read "some words," while 163 (48.2%) could not read at all. Approximately one-half of the CP children responding could not read, even by age 13.

In arithmetic abilities, informants reported that 78 of the children (23.1%) could multiply and divide, 63 (18.6%) could add and subtract, 71 (21.0%) "knew" more than five numbers, and 126 (37.3%) did not "know" any numbers. Even among those 13 years and older, over a third could not reportedly identify ("know") numbers.

Family Information: English is reportedly spoken in 95% of the homes of the CP children, while English and Spanish together are spoken in 41.1% of the homes.

The modal annual income bracket was found to be $5,000 to $10,000 (35.2% of respondents); however, 21.6% had reported incomes below $3000 per year.

Mean number of children in the families of CP children was found to be 4.4, with a range of from one through 15 children. No positive correlation was found between lower incomes and greater numbers of children.

Birth Information: Mean birthweight for CP children was found to be 6.1 pounds, according to the informants (6.0 for females and 6.2 for males). Mean gestation period was between eight and nine months. Seventy percent of all respondent CPs were reportedly full-term babies.

Reliability of Survey Data: A reliability check was conducted on 48 of the 491 survey respondents by the Occupational Therapist and this survey's author -- both from Carrie Tingley Hospital. All 48 children had been seen fairly extensively by both therapists within the past calendar year and detailed records were available on most of the children. Questionaire answers were checked by both the Occupational Therapist and the author for accuracy of the informants' judgements. Disagreement by either the Occupational Therapist or the author with the informant's response was considered an error and recorded as such.

Mean reliability was found to be .82 (1.0 = perfect reliability), and was considered a conservative estimate of the overall accuracy of the survey information.

Table 1

Incidence of Cerebral Palsied Children in New Mexico Counties by Total Population

Counties	Population 1970 Census	Number of Identified CP Children	Incidence of Cerebral Palsied Children per 1000 population (all ages)
Bernalillo	315,774	199	0.63
Catron	2,198	1	0.50
Chavez	43335	36	0.83
Colfax	12,170	6	0.50
Curry	39,517	25	0.64
DeBaca	2,547	0	----
Dona Ana	69,773	66	0.95
Eddy	41,119	34	0.83
Grant	22,030	24	1.09
Guadalupe	4,969	6	0.12
Harding	1,348	0	---
Hidalgo	4,734	8	0.17
Lea	49,554	57	1.16
Linclon	7,560	4	0.57
Los Alamos	15,198	5	0.33
Luna	11,706	10	0.90
McKinley	43,208	48	1.11
Mora	4,673	5	1.08
Otero	41,099	42	1.02
Quay	10,903	11	1.00
Rio Arriba	25,170	25	0.99
Roosevelt	16,479	10	0.63
Sandoval	17,492	14	0.82
San Juan	52,517	48	0.91
San Miguel	21,951	16	0.73
Santa Fe	53,756	46	0.85
Sierra	7,189	8	1.14
Socorro	9,763	8	0.82
Taos	17,516	10	0.55
Torrance	5,290	7	1.40
Union	4,925	0	---
Valencia	40,539	33	0.86
Address Unknown	--	71	--
Out of state	--	8	--

Table 2

Number of Identified Cerebral Palsied Children in New Mexico

County	Age in Years										Total under 21[a]	
	Less than 3	3 and 4	5 and 6	7 and 8	9 and 10	11 and 12	13 and 14	15 and 16	17 and 18	19 and 20	Number	Percentage
Bernalillo	7	14	20	24	24	29	26	17	18	17	199	22.3
Catron	0	0	0	0	0	0	0	0	0	1	1	.1
Chavez	1	1	3	3	6	4	2	6	4	5	36	4.0
Colfax	0	0	0	0	2	3	]	0	0	0	6	.7
Curry	2	0	4	3	5	3	]	3	]	3	25	2.8
DeBaca	0	0	0	0	0	0	0	0	0	0	0	-
Dona Ana	1	2	13	6	3	10	3	10	8	5	66	7.4
Eddy	1	1	2	5	8	5	4	6	1	1	34	3.8
Grant	0	0	0	2	4	7	4	1	3	3	24	2.7
Guadalupe	0	0	0	0	2	1	2	0	1	0	6	.7
Harding	0	0	0	0	0	0	0	0	0	0	0	-
Hidalgo	1	0	1	0	1	1	0	1	3	0	8	.9
Lea	1	2	2	4	6	11	5	5	14	7	57	6.4
Lincoln	0	1	0	0	0	2	0	0	1	0	4	.4
Los Alamos	0	0	0	0	3	0	0	0	0	2	5	.6
Luna	0	0	3	1	2	0	1	0	1	2	10	1.1
McKinley	0	3	1	3	9	8	5	5	6	7	48	5.4
Mora	0	1	1	2	0	1	0	0	0	0	5	.6
Otero	2	3	3	1	8	3	5	6	5	2	42	4.7
Quay	0	0	1	2	3	0	2	0	2	1	11	1.2
Rio Arriba	0	0	1	4	3	4	4	4	2	2	25	2.8
Roosevelt	1	1	1	0	1	1	0	0	3	2	10	1.1
Sandoval	0	1	0	2	2	1	2	2	2	2	14	1.6
San Juan	1	1	4	9	4	6	3	8	5	6	48	5.4
San Miguel	0	0	2	1	4	2	1	2	1	2	16	1.8
Santa Fe	3	4	3	5	6	5	5	6	3	6	46	5.2
Sierra	0	1	1	2	0	0	2	0	0	2	8	.9
Socorro	0	0	1	1	0	1	2	1	2	0	8	.9
Taos	0	0	0	0	2	2	0	3	0	3	10	1.1
Torrance	0	1	0	2	0	0	2	2	0	0	7	.8
Union	0	0	0	0	0	0	0	0	0	0	0	.0
Valencia	0	3	4	2	4	1	4	5	5	5	35	3.9
County Unknown	0	3	7	6	5	13	10	13	2	9	71	8.0
Out of state	0	0	0	0	0	1	2	1	1	2	8	.9

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Table 3

Walking
Among Respondent Cerebral Palsied Children
(3 to 21 years)

Age Groups	Respondents to Questions	"Walks Well"	"Has Problems Walking"	"Does Not Walk"
Pre-school (3 to 5 years)	45	15	13	17
Schoolage (6 to 18 years)	378	123	140	115
Post-School (over 18 years)	44	19	11	14
Total	467	157	164	146

Table 4

Arms and Hands Use in Respondent Cerebral Palsied Children (2 - 21 years)

Age Groups	Respondents to Questions	"Uses one arm and hand well"	"Uses one arm and hand but not well. Can point"	"Cannot use either arm or hand. Cannot point."
Pre-School (2 - 5 years)	55	36	9	10
School-Age (6 - 18 years)	361	226	75	60
Post-School (over 18 years)	43	25	16	2
Total	459	287	100	72

Table 5

Speech in Respondent Cerebral Palsied Children
(2 - 21 years)

Age Groups	Respondents to Questions	"Talks Well"	"Has problems talking but can talk"	"Does not talk but seems to understand"	"Does not talk or understand what is said"
Pre-School (2 - 5 years)	56	21	11	17	7
School-Age (6 - 18 years)	374	150	84	79	61
Post-School (over 18 years)	44	14	10	9	11
Total	474	185	105	105	79

Table 6

Writing or Typing in Respondent Cerebral Palsied Children
(6 - 21 years)

Age Group	Respondents to Questions	"Writes or prints legibly"	"Cannot write but uses typewriter"	"Uses language board"	"Does not write, type, or use language board"
School-Age (6 - 18 years)	356	168	7	4	177
Post-School Age (over 18 years)	42	20	2	1	19
Total	398	188	9	5	196

Table 7

Reading Abilities of Respondent Cerebral Palsied Children
(7 - 21 years)

Age Group	Respondents to Questions	"Reads well. Can read a book."	"Reads some. Can read some words."	"Does not read."
School-Age (7 - 18 years)	298	93	61	144
Post-School (over 18 years)	40	13	8	19
Total	338	106	69	163

Table 8

Arithmetic Abilities in Respondent Cerebral Palsied Children
(7 - 21 years)

Age Group	Respondents to Questions	"can multiply and divide"	"can add and subtract"	"knows more than five numbers"	"does not know numbers"
School-Age (7 - 18 years)	297	64	59	64	110
Post-School (over 18 years)	41	14	4	7	16
Total	338	78	63	71	126

CARRIE TINGLEY HOSPITAL
FOR CRIPPLED CHILDREN

OFFICE OF THE MEDICAL DIRECTOR

TRUTH OR CONSEQUENCES, NEW MEXICO
87901

TELEPHONE 894-2121

From: Carrie Tingley Hospital
Crippled Children's Services
N. M. Elks Cerebral Palsy Commission
United Cerebral Palsy Assn. of New Mexico

To: Parents of Cerebral Palsied Children

Dear Parent:

So that we can give better services to cerebral palsied children in the State of New Mexico we are doing a survey. We are very interested in services that have been or are being provided to your cerebral palsied child.

You can help us very much by filling out the enclosed information sheets on your child, and returning them to us, as soon as possible. Please use the enclosed postage-paid, addressed envelope to return them.

If you are unable to fill out any sections or if you do not want to fill out the optional section, that is all right. Please send the forms to us even if they are incomplete. If you have any trouble filling them out you may contact us, or you may call the following person(s) in your area:

Sincerely,

John E. Martin, M.A.
Director
Special Behavioral Program

David H. Munger, M.D.
Medical Director

JEM/lmm

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CARRIE TINGLEY HOSPITAL/SWRRC CEREBRAL PALSY SURVEY
PARENT QUESTIONNAIRE

A. GENERAL INFORMATION

Name: _____
Last First Initial

Birthdate: _____ Child's Sex: Male Female
Month Day Year

B. MEDICAL

Length of Pregnancy:

_____ months

Child's Weight at Birth:

_____ lbs.

C. PHYSICAL ABILITIES

Walking:

(Circle one)
1. Walks well.
2. Has problems walking-may use crutches, walker, braces.
3. Does not walk.

Arms and Hands:

(Circle one)
1. Uses at least one arm and hand well.
2. Uses at least one arm and hand but not very well. Can point.
3. Cannot use either arm or hand. Cannot point with either hand.

D. COMMUNICATION ABILITIES

Speech:

(Circle one)
1. Talks well.
2. Has problems talking, but can talk.
3. Does not talk but seems to understand what is said.
4. Does not talk or understand what is said.

Writing or Typing:

(Circle one)
1. Writes or prints legibly.
2. Cannot write but uses typewriter.
3. Uses language board.
4. Does not write, type or use language board.

Language(s) spoken at home:

(Circle one or more)
1. English 2. Spanish 3. Indian dialect 4. Other (_____)

E. ACADEMIC ABILITIES

Reading:

(Circle best child can do)
1. Reads well (Can read a book)
2. Reads some (Can read some words)
3. Does not read
0. Do not know

Arithmetic:

(Circle best child can do)
1. Can multiply and divide
2. Can add and subtract
3. Knows more than 5 numbers
4. Does not know numbers
0. Do not know

(Over)

6. SERVICES PROVIDED

	Check one		
	Is now Receiving	Used to Receive	Never Received
Speech Therapy:	☐	☐	☐
Physical Therapy (PT):	☐	☐	☐
Occupational Therapy (OT):	☐	☐	☐
Vocational (Job) Training:	☐	☐	☐
Institutional Care: (Lived in institution)	☐	☐	☐
Medical Treatment: (Seen Medical Doctor because of Cerebral Palsy)	☐	☐	☐

Education:

(Circle one)

1. Goes to regular school now.
2. Goes to special classroom now.
3. Has homebound (private) teacher.
4. Used to go to school or have homebound teacher, but not now.
5. Never gone to school or had a teacher.

What school, institution, or therapy program is child in now? _____

Address: _____

7. INFORMANT INFORMATION Date: _____ Your Name: _____
Please print

Your relationship to Cerebral Palsied Person:

(Circle one)

1. Mother or Father
2. Sister or Brother
3. Friend of family
4. Other (_____)

Number of Children in Family?

1 2 3 4 5 6 7 8 9 10 or more

(OPTIONAL INFORMATION)

Your Annual Income Level

(Circle one)

1. Less than $3,000
2. $3,000 to $5,000
3. $5,000 to $10,000
4. $10,000 to $15,000
5. $15,000 to $25,000
6. Over $25,000

I realize that this information will be used for long-range planning for future services and will not necessarily result in immediate additional services for my child.

(Check one) ☐ I do ☐ I do not give permission for my child's name to be released to other service agencies in the State of New Mexico.

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_____
Signature

CEREBRAL PALSY SURVEY

Please list every school, institution, therapy program (therapist) and social agency that your cerebral palsied child has been to -- that you can remember. This would also include places where your child was even tested. Please include dates seen by each agency or person, if possible.

Institution/Therapy Program/School or Agency	Date(s) Seen

Cerebral Palsied Child's Name: _____
Last First Initial

Birthdate: _____
Month Day Year